

**Annual Report**  
**Carnegie Corporation of New York**  
**1978**





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The Corporation is primarily interested in education and in certain aspects of public affairs. Grants for specific programs are made to colleges and universities, professional associations, and other educational organizations.

**Annual Report**  
**for the fiscal year ended September 30**  
**1978**

Carnegie  
Corporation  
of New York  
437 Madison Avenue, New York 10022

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**The  
report of  
the president**



# Perceptions of childhood and youth

Virtually every age and society has had certain perceptions of the meaning and place of childhood and youth in the social order. Such views, although often considered sacrosanct, have in fact varied widely according to cultural context and have changed over time in response to new demographic, social, and economic currents.

Children have, for example, been seen as economic assets or liabilities to their families; as objects of societal “investment” or as simply part of the general populace needing no special recognition; as fully adult beings at puberty or as young people whose immaturity continues well past adolescence; as the “possessions” of adults or as young citizens endowed with active rights of their own; and, finally, as innocent creatures deserving of unqualified love and compassion or as inherently sinful “demons” whose will must be broken. All of these perceptions can exist simultaneously in a society, giving rise to much of the ambivalence that adults may feel toward the young.

As recent years have, indisputably, been ones of deep and far-reaching change in American society, it is instructive and important to consider how this period of major social upheaval is affecting our attitudes toward young people, and what the consequences may be for their future and, through them, for the nation generally—however tentative such speculations may be.

Nowhere has change been more arresting than in the area of demography. Fifteen years of a very low birthrate, following two decades of unusually high fertility, and increased longevity have considerably distorted the age composition of the population. Ours has become an aging society, with relatively few children, a plethora of young adults, and mounting numbers of elderly.

To illustrate the situation more graphically, about 29 percent of today’s population is under the age of 18, in contrast to 34 percent in 1970. Just since that year, the number of children under 15 has dropped by 6.4 million, or 4.5 percent, while the 25-to-34 year old group has swelled by 7.9

million—a 32 percent gain, and the number of those 65 and older has increased by 3.4 million, a 17 percent gain. Annual births in that time have declined from 4.3 to 3.3 million, and the median age of the population has risen from 27.9 to 29.4 years. In its highest year, 1957, the fertility rate was 3.7; today it has shrunk to 1.799.

The startling fact is that only 38 percent of American households today actually have any children living in them. The overwhelming trend is toward later marriage and childbearing. Two decades ago, 28 percent of women in the 20 to 24 age group were single, as against 45 percent today. In the same period, the average age at which a woman has her first child has risen from 21.8 to 22.7. An increasing number of couples are choosing to have no children at all.

This has also been a period of great change in the economic realm. High inflation, sluggish growth, increased energy costs, and troublesome balance-of-payments problems have undermined confidence in the economy and made many Americans fearful of the future. Pressure has grown on most families as real income has declined. This in turn has been a major cause of increased participation in the labor force by women, including large numbers with small children. Two-worker families have thus become the norm, widening drastically the income disparity between this group and single-parent families. Since 1969, all of the increase in the numbers of families living in poverty has been in families headed by women. At the same time, the cost of raising children has risen sharply, to the point today that a family with an annual income of \$10,000 must spend more than \$50,000 to raise a child to the age of 18, not including savings put aside for higher education.

Paralleling these trends have come striking alterations in the social position of women and in established family patterns. The latter include an extraordinarily high divorce rate, numerous unmarried couples living together, an increasing percentage of children born to unmarried women, and such a growth in single-parent families headed by women that they now comprise more than one out of every five families. The traditional nuclear family, composed of father as breadwinner, mother as homemaker and one or more children, meanwhile has declined to less than one third of all families.

Finally, accompanying all of these trends, there has been a radical shift in social values and conventions, including the appearance of self-centered, inward-turning attitudes among the more affluent and a growing tendency among Americans generally to live for the present, rather than to defer immediate gratification in the hopes of ensuring a better future for themselves and their children. One writer calls this movement the “epidemic of obsession with ego or self.”

How will these developments alter, if at all, our view of the young? What will be the role of children and youth in an aging society and in an increas-

ingly childless one? Will children, particularly those most in need, get better or worse schooling and services as their numbers diminish, and when an unstable economy may mean limited resources for everyone? Will parents and taxpayers be more caring toward the fewer children there are, or will the needs of the young increasingly be seen to conflict with adult goals for economic security and self-fulfillment?

And what will be the prospects for the present crop of children after they have reached adulthood? Will their small numbers prove to be a boon to them or a liability? Will it turn out that they have been born in the best of times or the worst?

### *Toward a demographic day of reckoning*

It is no doubt possible that the transitions we are now experiencing will produce at least some favorable dividends for the young. One leading demographer, at any rate, takes a rosy view of it. It is his contention that, as the smaller cohorts of children today start entering the job market in the mid-1980s, the reduced competition among them for entry-level jobs will so increase their market value, employment, and earnings, it will give them a sense of confidence about the future. With improved earnings and prospects, they will marry earlier and produce more children, the divorce rate will slow down, crime, suicide and other anti-social or self-destructive behavior among the young will decline, and college enrollments will rise.

One could extrapolate from this prognosis the further possibility that, in due course, rising fertility rates will produce an improved climate of opinion toward children and a bettering of their condition, since, as in the 1950s, there will be a built-in lobby in their behalf.

This outlook for the later 1980s and early 1990s is intriguing but not very convincing on the face of it. The prediction assumes that young women, influenced by the improved economic position of young males, will go back to early marriage and start having babies at the rate their counterparts did in the 1950s. Such an assumption ignores the nature of the revolution that has taken place in the last decade in the aspirations and education of women and in the labor force demand for their talents. All evidence, in fact, seems to point to a continued desire, and need, on their part to combine careers or jobs with marriage and to defer childbearing until they have gained a secure foothold in the work world—behavior that militates against having more than one or two children, if any.

In addition, if the experience of some European countries is any lesson to us, it seems doubtful that any explicit pronatalist policies we might initiate will result in an increased birthrate. It would appear, therefore, that a sharp upturn in childbearing is highly improbable and that we would be unwise to count on it. (There will of course be some increase in the actual numbers of children being born as the baby-boom generation starts families, but this

will be a temporary phenomenon in the long-term decline in childbearing.)

A more likely outlook for the period ahead is that young workers, after they have been absorbed into entry-level jobs, will be frustrated by the lack of promotional opportunity, since the better jobs will already be occupied by the numerous members of the baby-boom cohorts on the ladder just above them, who will not approach retirement age until after the turn of the century. Thus, it by no means follows that the short-term prospects of young workers will be so bright that their expectations will stimulate a general sense of optimism about the future. In fact, young people can probably look forward to relatively static income and a rivalry with older workers for some period of time.

Conflict of another kind between age groups could intensify as the ever-growing numbers of older people, with their mounting voting strength, press their concerns, at the expense of the very young. Few people realize the extent of the massive shift that has already taken place in the allocation of public spending toward the elderly, principally through increases in Social Security payments and Medicare. Indeed, the substantial portion of the federal budget now going to the elderly represents the largest income redistribution scheme in the nation's history. According to one recent study, the economic status of old people has, since 1960, improved considerably more than the economic status of children. The reason for this, the study suggests, is simply that the people who make the laws are old, and there are more organized elderly people fighting for their own interests today.

Although, in the latter half of the 1990s, today's children should find themselves beginning to advance quite rapidly, they will be taking on a very heavy burden. Indeed, for them it will be a time of unprecedented opportunity combined with maximum responsibility. It will be the job of this relatively small group not only to produce the nation's cadres of professional, administrative, technical, and skilled workers but to ensure the well-being of the generation behind it as well as provide assistance to the 15 to 20 percent of the population of elderly people that the nation will have by then.

Compared with today, more of this responsibility will fall upon members of minority groups, whose fertility rates are higher than the national level. In 1976, the rate for whites was 1.679 but for blacks was 2.23. Currently, blacks constitute about 11 percent of the population and number some 24 million persons, three-quarters of whom are resident in major metropolitan areas. Their median age, understandably, is lower than that of whites.

Although the Census Bureau does not compile separate birth statistics for Hispanics, there is abundant evidence that their fertility rate is extremely high by national standards. Officially, they make up only 5 percent of the population and number about 11 million. However, if persons of Spanish origin living here illegally were included, the proportion would perhaps be as much as 8 percent and the numbers as many as 17 million people. By the end



of the century, if not sooner, Hispanics may well be the nation's largest minority. Close to one-half of them are under the age of 18. They too are heavily urbanized, some four-fifths living in major metropolitan areas.

In short, while in the opening decades of the next century the number of prime-age workers will be relatively small, a far larger proportion of this group will be black or Hispanic than is true today, especially in the cities and in certain regions of the country.

The conclusion to be drawn from these figures is clear. Every child alive today or born in the years just ahead, whether male, female, black, white, Hispanic or otherwise, will be a scarce resource and a precious asset as an adult in the early part of the next century. At that time, the nation's standard of living, its capacity to defend itself—perhaps its very viability as a nation—will be almost wholly dependent on the small contingent of men and women who are today's children.

### *The liabilities of childhood*

Given the inexorable nature of this march toward a demographic day of reckoning, common sense would seem to dictate that we start now making the welfare of children, especially those who are most in need of special help, our highest priority.

Surely it is true that most of today's young children will grow up to be strong and capable, healthy and whole adults. For a substantial number, however, the prospects for such a future are clouded. Nationally, three million arrests were made for juvenile crimes last year; millions of children and adolescents suffer from drug and alcohol abuse; one million teenage girls become pregnant each year; a million youngsters run away from home; suicide has become the highest killer of teenagers after accidents. We know that the abuse and neglect of children have reached shocking proportions, that hundreds of thousands of children lead miserable lives in institutions, that millions are physically, mentally, or emotionally disabled, that half a million are in foster care, that well over a million under the age of 15 are not in school, that the national school dropout rate is 15 percent, and that upwards of 500,000 children age 16 and under, most of them from migrant families, are working in the fields because of loopholes in the child labor laws, while the real unemployment rate for urban black youths is believed to be over 50 percent.

One would think that, in the face of the steady decline in the numbers of young people being born today, we would be more favorably disposed to do our best by those we have. The irony is that the opposite seems to be the case: as the numbers have declined, public attitudes have turned to indifference or even outright antagonism. Evidence of this can be found in the widespread exclusion of families with children from rental housing, in the growth of single life styles, in the reluctance of many parents to stint them-

selves in behalf of children, and in mounting taxpayer opposition to spending on the schools and on aid to families with dependent children.

Added to these difficulties, there is the problem of widespread disillusionment today with the great social programs of the 1960s, so many of which were designed to benefit children, either directly or indirectly. While many of these programs are still alive and have been shown to work well, the political base for them has largely withered away.

A further inhibition on the search for solutions to the problems of children is what has been called the "collapse of the children's cause." The coalition of child and youth advocates had rallied around the Child and Family Services Act of 1971, which was to provide for federal support of day care, but when it was vetoed by President Nixon as anti-family, the organizations went their own way. Since then, no similar national coalition has formed.

The Carter Administration came to Washington pledged to a strong pro-family policy. Although there have been a few initiatives and some successes, it seems unlikely the Administration will be able to push more than piecemeal reforms. Moreover, some of the strongest children's advocates in the Congress have turned their attention to other responsibilities and interests. Whether any new advocates will be found to take their places is an open question.

#### *Reducing the lag between changing family patterns and social policy*

A focal point of such concern as does exist about children today is the single-parent family, usually headed by a woman, often of minority background, and almost always poor. Children raised in such circumstances are liable to be the most at risk of any in the nation. Virtually every misfortune one can imagine can lie in store for them—and then for their children after them. The cumulative cost to society of those casualties over their lifetimes will be many times the cost of investing in programs for children now to try to prevent failure.

The need for welfare reform is obvious. For too long, the society has tolerated a system that humiliates and demoralizes the so-called beneficiaries yet penalizes their efforts and dulls their desire to work themselves out of their predicament.

There are, furthermore, those single-parent or single-worker families which do not live below the official poverty line but which, nonetheless, cannot afford certain necessities such as decent housing, adequate health care, and a nutritious diet. They are, indeed, almost as badly off as families receiving public assistance. For families headed by single women the problem is heightened by the system of occupational segregation that prevents many qualified women from gaining access to the better-paying jobs with more opportunity for advancement—jobs that traditionally have been available only to men. Efforts to break down the sex division of labor, matched by

vocational training opportunities for nontraditional jobs, must be accelerated.

Two-parent families with children, where the mother as well as the father works outside the home, are also under heavy stress today. True, the fact that the wife and mother is working produces much-needed income, enabling many families to keep up with inflation or stay out of poverty. Furthermore, employment outside the home can broaden the horizons of women, make their lives more interesting, give them additional self-confidence and a new sense of efficacy about themselves, and, in so doing, enable children to play a useful role in family life as well as provide them with new perceptions about the role of the female sex in society. In some cases it can strengthen marriages, increasing husbands' respect for their wives; in others it gives women the financial independence to extricate themselves and their children from totally destructive situations.

On the other hand, the fact that both parents are obliged, or choose, to work outside the home can, through the fault of neither parent, add new emotional and physical strains to marriage and family life. Where adequate child care is unattainable, it can result in serious neglect of children. A recent survey conducted to find out how children are taken care of when the mother is at work found that 30 percent under the age of 13 were left alone or were left with older brothers and sisters in the afternoon hours. Relatively few of the mothers surveyed felt that the child care they were able to arrange was adequate.

It should be pointed out that there is no scientifically verifiable body of evidence to indicate that women working outside the home is of itself harmful to children. The problem lies in the lack of high-quality alternative care for them, including the unwillingness or inability of fathers to accept their share of responsibility. And since the clock will probably not turn back, the nation's institutions, from government to employers to the family itself, simply have to recognize the fact of the permanently changed circumstances under which children are growing up today, and make the necessary adjustments.

The issue, in short, is not whether women should work but how to make this possible with the least harmful consequences for children. Pressure for widespread provision of preschool and after-school care of the young is bound to increase as women continue to find it necessary to work. There will also be growing demands for a better articulation between home life and the work place and greater accommodation by *institutions* of all kinds to the schedules of working parents.

Finally, there must be renewed efforts and reforms aimed at raising the school achievement levels of children who are educationally disadvantaged and at keeping them in school. No longer can the educational system be allowed to function as if substantial numbers of youngsters can be considered expendable.

Of course, it cannot be proven that a loving family environment, good preschool and after-school care, effective public education, high-quality health care, proper nutrition, and the availability of wholesome recreation necessarily inoculate children against the failures and hardships of adult life. On the other hand, it can be proven that a lack of these qualities in the lives of children can so impair their development that millions of them will become crippled adults who make little or no contribution to the society, and who become expensive liabilities to the community. This is a double burden that any nation can ill afford but one that will be catastrophic for ours in the early decades of the next century because of the skewed age composition of the population.

### *What more can be done*

Given the negative or indifferent climate of opinion toward children and youth today, any thought that they are suddenly going to be accorded the priority attention they deserve seems naively optimistic. This is especially true of children from disadvantaged backgrounds. As the conservative mood of the nation deepens, appeals for attention to the needs of young people will no doubt increasingly go unheard, and negative perceptions of them will probably thrive—if for no other reason than that these perceptions serve as a convenient rationalization for failure of conscience and compassion. Young people will probably continue to be seen as economic burdens rather than as assets, their problems will go unrecognized or be subordinated to the claims of older groups, they will be given little chance to play a constructive role in the nation, and they will be regarded essentially as a threat to the comfort and security of adults.

If there is hope that this pessimistic prediction will prove false, it may, somewhat paradoxically, lie in the continued surge of women with children into the labor force. These women, joined by their husbands, might, if they were to organize and gain political power, become a potent force for change. In pressing for reforms that would ease their particular family situations—good publicly supported preschool and after-school care for children, the introduction of flexible work scheduling, wider provision of paid maternity leave for both wives *and* husbands, and an end to the prevalent occupational segregation that is keeping the average level of women's earning so low—they could go a long way toward solving some of the problems of children that are caused by anachronistic assumptions about the nature of family life today.

Hope may lie, further, in the institution of permanent mechanisms for monitoring the impact of social and economic trends on the condition of children and youth. Without such mechanisms, new problems could be developing for them of which the nation is largely unaware. The task of such analysis and reporting should be both a public and private responsibility.

The recently completed work of the Carnegie Council on Children was one such effort in the private realm.

Beyond this possibility, those who are concerned about children may have to place less emphasis on an appeal to the nation's finer instincts—the perception of young people as a special part of humanity deserving of adult love, protection, and nurturing—and more emphasis on a frank appeal to adult self-interest based on demographic considerations. Such an approach would say that we must invest in children now to assure our *own* well-being as elderly people a few decades hence. This can be a powerful argument, and it is one that has yet to be adequately made. If the argument seems cynical and unworthy of us as a people with a great humanitarian tradition, if it seems to take a wholly instrumental view of children, so be it, provided it directs public attention back to the needs of children and serves thereby to make their lives happier and more fruitful.

No nation, and especially not this one at this stage in its history, can afford to neglect its children. Whatever importance we attach as a people to expenditure on armaments, to programs for older Americans, to maintaining high levels of consumption and to a hundred other purposes, the welfare of children has to be our highest priority. Not only are they our future security, but their dreams and ideals can provide a much-needed renaissance of spirit in what is becoming an aging, tired, and disillusioned society. In the end the *only* thing we have is our young people. If we fail them, all else is in vain.

A handwritten signature in blue ink that reads "Alan Ripstein". The signature is written in a cursive, flowing style.

President



The  
report on  
program





# List of grants

During the year ended September 30, 1978, the trustees appropriated \$12,166,856 for grants. This figure includes \$877,000 for the program in the Commonwealth. The Corporation made a total of 94 grants or appropriations, including 30 to schools, colleges, and universities and 64 to other organizations. Three appropriations were made for programs administered by the officers.

The charter of the Corporation provides that all funds are to be used for “the advancement and diffusion of knowledge and understanding.” Grants must be broadly educational in nature but are not necessarily limited to the formal educational system or to educational institutions. The foundation has made it a policy to select a few areas in which to concentrate its grants over a period of years. These areas are described in succeeding pages under the headings of higher education, early childhood, elementary and secondary education, public affairs, and the Commonwealth Program. Grants that do not fit easily into these categories are listed in other grants.

The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for the basic operating expenses or facilities of schools, colleges, or day care centers. Nor does it provide general support for human or social service agencies. Its program in health care and medical education was phased out several years ago.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation’s current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment.

## Higher education

For the past eight years, the Corporation has given major grants for the purpose of increasing opportunities for individuals of all ages and backgrounds to obtain college degrees. Emphasis has been on nontraditional ways for students to acquire college credit, to earn degrees, and to pursue lifelong learning.

The Corporation's interest in nontraditional study led in the early 1970s to the support of several off-campus degree programs. Beginning in 1974 this interest broadened to efforts to evaluate for college credit the many educational offerings of organizations whose primary focus is not education, such as businesses and banks, and to develop new techniques for assessing experience-based learning. A few Corporation grants have also encouraged the provision of career counseling and information services for adults seeking higher education.

In its concern for introducing flexibility in the structure of higher education, the Corporation has funded a number of alternatives to the traditional four-year degree, primarily aimed at the college-age student. These have included experiments with time-shortening, such as the three-year degree, early entrance degree programs, and the middle college concept.

Cutting across most of the Corporation's higher education grants is a commitment to improve educational opportunity for minorities, women, and other groups that have been outside the mainstream of higher education. The foundation has made relatively few grants to individual black institutions, deciding that its limited resources can be best applied toward central organizations, such as the Alabama Center for Higher Education, that provide services to a number of these colleges. Major allocations have been made over the years for programs to develop black leadership in the South through advanced education in the law and through various internship experiences in municipal government. Some of these programs are described in the public affairs section.

The Corporation's long-standing interest in the educational and professional advancement of women began in the 1960s with its support of continuing education. Subsequently, it gave several grants for institutes, internships, and other programs to aid women pursuing careers in academic administration. Recently, a number of programs have helped educational institutions meet the needs of working women and of women who would like to prepare for "nontraditional" careers. The Corporation gave grants this year for the development of educational programs for working women in New York State, for a fundraising effort by a career advancement center

for minority women in New York City, and for educational programs in practical politics for women.

In the search for long-range solutions to the problems created by slow or no growth in higher education, the foundation has encouraged efforts by institutions to improve the productivity of colleges and universities without sacrificing quality and in other ways to adapt effectively to "steady state" conditions. Grants in this area have focused on interinstitutional cooperation. Current interinstitutional projects to strengthen research libraries grow out of this concern.

The Corporation's grant making to improve knowledge of and expertise in collective bargaining in higher education is being phased out, although funding is still being provided to the Association of American Colleges for the Academic Collective Bargaining Information Service.

From time to time the Corporation contributes fellowship support to the American Council of Learned Societies, the Social Science Research Council, and the Carnegie Institution of Washington for research, in respectively, the humanities, the social sciences, and the natural sciences. This support averages about \$300,000 a year.

### *Nontraditional study*

#### **American Association of Community and Junior Colleges (AACJC)**

\$225,800

AACJC established the Program for Servicemen and Veterans in 1969 to help Vietnam-era veterans make use of educational benefits under the G.I. Bill. With the inception of an all-volunteer army, AACJC became concerned with furthering educational opportunities for those in active service. The result was the creation of the Servicemen's Opportunity College (SOC), a network of 387 two- and four-year institutions, sponsored jointly by AACJC and the American Association of State Colleges and Universities in Washington, D. C., which helps men and women in the Armed Services earn college degrees through courses taught on military bases and through other nontraditional means. Although the Corporation has contributed 25 percent of SOC's budget since 1972, primary funding has come from the U.S. Department of Defense. This two-year award to AACJC will continue the Corporation's support of SOC at a lower level. The major portion of the grant is assisting the Office of Veterans' Affairs (OVA), established at AACJC in 1974 to act as an advocate for the more than one million veterans who are students in higher education institutions. OVA also functions as an information clearinghouse for collegiate veterans' offices and as a liaison between the colleges and the federal government. It plans to supplement this service by holding conferences for educators, representatives of federal agencies, and members of Congress to discuss the educational needs of veterans.

**Educational Testing Service (ETS)**

\$88,500

Adults wanting to acquire additional skills to advance their careers, facing midlife job changes, or concerned about using their leisure time constructively are increasingly taking advantage of "lifelong learning" programs at colleges and universities. Little data, however, have been collected on the learning patterns of adults that would aid institutions in meeting their particular educational needs and interests. K. Patricia Cross, a researcher at ETS, is using this two-year award to examine the available literature on adult learning and produce a book offering practical recommendations for teachers, policy makers, and others dealing directly with adult students. Among the topics Cross intends to explore are demographic and enrollment trends, instructional techniques for teaching adults, and appropriate assessment and evaluation strategies. Her earlier book, *Accent on Learning*, was written with partial support from the Corporation.

**National Manpower Institute (NMI)**

\$15,000

In 1976, financing from the Fund for the Improvement of Postsecondary Education established the National Center for Educational Brokering (NCEB) at NMI in Washington, D. C. The purpose of NCEB is to provide a national organizational framework to promote and oversee the growth of educational and career counseling and information services for adults seeking higher education throughout the country. In 1977, a Corporation grant supported NCEB's national programmatic activities. Since that time the number of educational brokering agencies has doubled, subscriptions to NCEB's *Bulletin* have increased by one-third, and requests for other publications have quadrupled. As a result, the services of a full-time staff person are needed to coordinate the publication of the *Bulletin* and respond to requests for literature. These supplemental funds are paying the staff member's salary through June 1979.

**Educational Testing Service (ETS)**

\$7,000

The trend toward lifelong learning is bringing about shifting patterns of college enrollments and a growing diversity in curricula and instructional methodology. Arthur Chickering, director of the Center for the Study of Higher Education at Memphis State University, is the editor of a book, tentatively entitled *The Future American College*, which addresses a broad range of educational concerns stemming from changing student populations. A workshop held at ETS in July enabled the authors to meet with consultants for discussions about the manuscript in order to improve the individual chapters and add to the cohesiveness of the volume as a whole. This grant from the Corporation provided travel expenses for the participants.

**United Negro College Fund (UNCF) \$350,000**

For much of their history, black colleges offered virtually the only opportunity for black Americans to earn a college degree, and they still award about half the B.A. degrees earned by blacks. Today, however, predominantly white schools are enrolling about three-fifths of black undergraduates. The question of the viability and the role of black colleges in a society that is moving steadily toward integration must therefore be faced. Do these institutions make a contribution to the education of black students that white institutions cannot duplicate? To find out, psychologist Jacqueline Fleming undertook research in 1976 to compare the effects of predominantly white and black campuses on the emotional and intellectual development of students from similar regions, backgrounds, and abilities. UNCF, which raises money for, and provides services to, 41 private black liberal arts colleges, is sponsoring Fleming's research with Corporation funds. This grant is providing support for another three years.

**Alabama Center for Higher Education (ACHE) \$260,000**

ACHE, a consortium of eight black, four-year colleges in Alabama, received Corporation grants in 1972 and 1975 in support of a counseling and recruitment program to increase the number of low-income rural students attending the eight colleges. That program has now become part of the broader Human Resources Research and Development Program (HRRDP), which was created by ACHE to expand the community outreach of the colleges and create stronger links to the surrounding rural counties. Many of these counties have a black population averaging 75 percent or more and are among the poorest in the United States. HRRDP offers three services: student internships with community agencies and local governments, technical assistance from faculty members, and research opportunities for ACHE faculty and students. Funds from the Community Services Administration, Lilly Endowment, Rockefeller Foundation, and the U.S. Office of Education have enabled HRRDP to serve five of the fifteen counties it has targeted for help. This three-year grant from the Corporation is being used to expand operations to five additional counties.

**Southern Association of Colleges and Schools (SACS) \$175,000**

Since 1967, SACS, a regional accrediting agency for educational institutions, has been offering assistance to black colleges in connection with the accrediting process. That process involves a 10-year cycle of institutional self-study, visiting committee reports and recommendations, fifth-year reports, and a new self-study prior to reaffirmation of accreditation. Currently, SACS is providing staff, management, and consultant services to: 71 predominantly

black colleges that it helped achieve initial accreditation, 7 others that hold candidacy status, and 11 now unaccredited colleges—the majority of black institutions in this country. Its assistance is geared not only toward accreditation but toward preparing these institutions for the development and assessment of goals and programs on their own. This three-and-one-half-year grant is paying the travel and programmatic expenses of the project, while SACS is absorbing the salaries of the staff.

**National Association for Equal Opportunity  
in Higher Education (NAFEO)**

\$100,000

NAFEO, in Washington, D. C., is a membership organization serving 105 historically black colleges and universities. Over three years, NAFEO is sponsoring a series of seminars for the members' presidents to discuss ways of surmounting the complex financial, legal, educational, and sociological problems these institutions face. Each two-and-one-half-day meeting, located away from campuses and the pressures of daily business, is being attended by approximately 15 college presidents. This grant is paying for transportation, hotels, and meals for the participants, honoraria for resource persons, administrative costs, and the expenses of producing reports on the conference.

**City University of New York, Hostos Community College**

\$73,400

Hostos Community College, a bilingual institution, was established in the South Bronx in 1968 as part of the City University of New York system. Although approximately 86 percent of its students are Hispanic, and nearly half attend some classes conducted primarily in Spanish, the vast majority of the books and publications available from its library are in English. To provide the learning materials needed by Spanish-speaking students throughout New York City, Hostos is using Corporation funds to develop a centralized collection and bibliography of Spanish translations of English texts, reference books, and audiovisual aids, nearly doubling the College's Spanish-language holdings. The project should also benefit schools and libraries nationwide by serving as a prototype for the creation of similar collections in other cities with large populations of Spanish-speaking students.

**Association of American Law Schools (AALS)**

\$7,050

While in the case of *Bakke vs. the Regents of the University of California*, the U.S. Supreme Court upheld the legality of taking race into consideration in making admissions decisions, it struck down the specific measures the University took to ensure the enrollment of racial minorities in medical school. Many colleges and universities that took similar measures are thus confronted with the possibility of having to make changes in their minority admissions policies. This grant, along with equal funding from the Ford

Foundation, enabled AALS and the American Council on Education to establish a joint committee to analyze the implications of the ruling for institutions of higher education. Their report, completed this past fall, was distributed to the constituencies of both organizations.

**Wells College**

\$272,200

Despite the gains of the past few years, women remain greatly underrepresented in positions of political influence around the country. In 1977, Wells College, working under the direction of president Frances Farenthold, and in collaboration with the National Women's Education Fund (NWEF) and the Center for the American Woman and Politics (CAWP), used Corporation funds to develop programs to raise women's interest in, and preparation for, political participation. This two-year grant is enabling Wells and four other colleges—Carlow, Goucher, Spelman, and Stephens—to implement a variety of models, including workshops, courses, and internships, to train students in the practical political skills necessary for organizing campaigns, lobbying, or becoming involved in other constructive political action. CAWP and NWEF are providing technical assistance, and a coordinator is helping the colleges share resources and experiences. It is hoped that through this project faculty members at the participating colleges will form the core of an ongoing network of academics with expertise in a field that is relatively new to the college curriculum.

**Cornell University, New York State**

**School of Industrial and Labor Relations (ILR)**

\$227,350

Although educational programs exist for middle- and upper-income working women and for homemakers returning to work, few such programs are available to women in blue-collar, service, or clerical jobs, where nearly one-third of the female labor force is employed. A 1977 Corporation grant enabled a special project of the ILR, the Institute for Education and Research on Women and Work, to develop six courses that give women without college degrees the chance to earn academic credit while preparing for career advancement. The Institute's staff is also encouraging local colleges to adapt their registration and counseling procedures and class schedules to the time and location needs of working women. This two-year grant is making it possible for the project, which concentrates on mathematical and communications skills and on the basic principles of management and human relations, to begin operating in Westchester, Rochester, Albany, and New York City.

**The National Council of Negro Women (NCNW)**

\$15,000

The Women's Center for Education and Career Advancement, located in the Wall Street area of New York City, offers information, counseling, and educational services to minority women seeking to move up from low-paying

office jobs. Sponsored by the National Council of Negro Women, its activities include noontime workshops and evening skills seminars, a weekly Career Lab that introduces women to the basics of career planning, and an Associate of Arts degree program, offered in conjunction with Pace University. Initial funding came from the Andrew W. Mellon Foundation, the Fund for the Improvement of Postsecondary Education, and some corporations, but an expanded base of support is needed if the Center is to continue. This grant enabled the Council to mount a six-month fundraising effort directed at corporations, the employers of women who most frequently use the Center.

**Brown University**

\$11,400

In 1977, Brown University received grants from the Ford Foundation and the Rockefeller Brothers Fund for its "Study of Coeducation." The study encompassed five other colleges — Wellesley, Princeton, Dartmouth, Barnard, and Stony Brook (SUNY) — and included an examination of those aspects of the college environment that affect students' attitudes about sex roles and their own potential as adults. Undergraduate questionnaires helped researchers assess correlations between students' self-esteem, achievement, ambitions, and their college experiences. A December 1978 conference, supported by this grant, acquainted representatives from about 30 institutions in the New England and Mid-Atlantic regions with the study's findings. Topics discussed included the future educational, occupational, and social trends that will affect female and male expectations of collegiate institutions.

*Encouraging more effective use of resources*

**Western Interstate Commission for  
Higher Education (WICHE)**

\$226,000

Budgetary pressures on state governments are increasingly reflected in reduced appropriations for higher education, with graduate programs particularly vulnerable to the need for economy. WICHE, a cooperative agency created by 13 western states, is seeking to offset some institutional cutbacks by establishing a project for the development of new and effective methods of sharing graduate resources on a regional basis. The effort, aimed at improving quality as well as saving money, has three major objectives: to compile an inventory of existing western graduate programs, to organize a system for collecting data on regional planning problems, and to sponsor a demonstration arrangement involving six states working together to test new ways of exchanging materials and information. This two-year grant is supporting an advisory council, demonstration coordinating committee meetings, several staff positions, and two conferences for legislators and government officials from participating states.



**New York University**

\$50,000

Many major universities have been forced to consider the critical question of how to maintain and enhance the quality of their graduate programs in the face of growing financial constraints. The presidents of five New York City institutions—City, Columbia, Fordham, and New York Universities, and the New School for Social Research—agreed that a consortial arrangement might be one answer. Corporation funds, along with grants from the Ford, Mellon, and Sloan Foundations, are providing two years of support for the process of designing a consortium that would significantly extend cooperation. The ultimate goals of the project are to develop a model of graduate-level consortia, generate collaboration among faculty and administrators, create specific plans in at least five disciplines, and disseminate the results.

**Five Colleges**

\$150,000

One of the oldest and best known undergraduate consortial arrangements involves Amherst, Hampshire, Mt. Holyoke, Smith, and the University of Massachusetts. Incorporated as the Five Colleges, its cooperative ventures have included two joint departments, a course and transportation interchange system, and an Inter-Library Center. Encouraged by the success of these projects, the colleges decided to increase their efforts to bring about closer institutional ties. To this end, they created the Academic Cooperation Development Fund, which supports faculty sharing (primarily joint appointments), communal purchases of equipment, mutual curriculum planning and enrichment, and faculty seminar programs. This grant is matching the institutions' contributions to the fund for three years.

**Council for the Advancement of  
Small Colleges (CASC)**

\$224,500

Most of the 1,087 four-year independent colleges in the United States are liberal arts institutions that typically enroll fewer than 2,000 students. While they contribute to the diversity of higher education, their limited resources make it difficult for them to develop long-term strategies for the future. In 1975, Corporation support enabled CASC to research, collect, and analyze data on the activities of small colleges. This specialized information, covering such areas as admissions, salaries, fundraising, and financial aid, was used to create a comprehensive planning and management system that provides administrators with models for improving institutional performance and productivity. A two-and-one-half-year grant is now enabling CASC to disseminate its materials through workshops for college personnel and a national information campaign directed at its constituent consortia, agencies, and associations. Corporation funds are also helping to support the implementation stage during which colleges will contract with CASC for materials and services that are not limited to member institutions.

**Educational Facilities Laboratories (EFL)** \$80,000

The expenses involved in operating and maintaining the facilities of the nation's colleges and universities consume 10–14 percent of the institutions' budgets or a total of approximately \$4 billion in 1977–78. These figures, which continue to rise with the costs of energy, supplies, and labor, have made the efficient management of physical resources a primary concern of administrators. EFL, established by the Ford Foundation in 1958 to encourage research and discussion about educational facilities, is using this grant to produce a report aimed at higher education policy makers, detailing physical resource problems and offering possible solutions and options to help institutions evaluate budgetary priorities. A pamphlet summarizing the recommendations is also being prepared for distribution to state and federal agencies and legislative committees.

**American Council on Education (ACE)** \$44,000

The Commission on Collegiate Athletics was established by ACE in 1977 with the aid of Ford Foundation funds. Its three-year agenda calls for an examination of various aspects of collegiate athletic programs—their educational implications, ethical issues, governance and organizational problems, and financing. Carnegie Corporation is covering the cost of the study of financing, including campus visits and administration of a survey questionnaire to a representative sample of colleges and universities. The resulting report will contain a set of generalizations about the present and probable future financial condition of athletic programs and a compendium of fiscal policies and practices critically evaluated for their utility under various conditions. Copies of the report will be made available to all accredited postsecondary institutions.

**Educational Facilities Laboratories** \$10,000

At the request of the mayor of New York City and other municipal leaders, Harold Howe II, vice president of the Ford Foundation, directed an independent team of consultants who attempted to find ways of providing for the capital development needs of the City University of New York (CUNY) without adding greatly to the strain on the city's already beleaguered budget. Three major issues were studied: whether to create new relationships between city and state postsecondary systems to relieve the city of some of its projected capital costs; whether to use existing resources of the city's many independent colleges and universities in a cooperative arrangement with CUNY; and how to meet the needs and priorities for CUNY construction with respect to the first two possibilities. The Alfred P. Sloan, Edna McConnell Clark, Exxon Education, Ford and Rockefeller Foundations, and the Corporation contributed to the project, which was based at Educational Facilities Laboratories.

**University of Southern California (USC)** \$189,400

A controversial topic that has a bearing on ethical questions, on institutional accountability, and on the use of scarce resources concerns university policies and practices relating to outside faculty income and consulting activities and to property rights for educational materials and patents. Robert Linnell, director of USC's Office of Institutional Studies, used a 1976 grant to explore this subject with representatives of higher education, government, and industry and present his findings at a national conference. Corporation funds are now enabling Linnell to conduct, over two years, a further analysis of data on policy and salary surveys and to prepare a monograph defining problem areas and making specific recommendations about the rights and needs of institutions and their professional employees. A newsletter, journal articles, and meetings are planned as a means of encouraging discussion of the issues in the academic community.

**University of Rochester** \$15,000

Recent federal legislation raising the mandatory retirement age to 70 may further restrict the ability of financially pressed colleges and universities to hire minorities, women, and young scholars. The Corporation, the Andrew W. Mellon Foundation, and the Ford Foundation are supporting a research effort by the University of Rochester to assess the possible impact of the ruling. The project is focusing on two major questions: What will be the effects of a raised retirement age if current faculty policies are continued, and what changes in these policies might educational institutions appropriately consider? The information produced by the study should provide administrators with models for making decisions in light of the new regulation.

**Antioch University** \$15,000

In 1978, Antioch College culminated a two-year review of its operations with the formal adoption of the name Antioch University. The institution is now moving to consolidate and strengthen the Antioch network, which includes the original campus in Yellow Springs, Ohio, and 15 satellite programs in 13 states, in order to improve the utilization of its resources and provide better educational opportunities for its students. Corporation funds are paying the cost of assembling a data base that will make listings of programs, information, and materials available throughout the University. It is hoped that the project can contribute to the development of a coherent university structure by facilitating standardization among the elements of the network.

**Council on Library Resources (CLR)** \$600,000

The primary objective of the Corporation's grant making in the library field is to help develop a coherent set of national systems linking together the major libraries in the United States. CLR, as one of the most effective

organizations in the library field, is in a position to take a leadership role in one such venture. With cooperation from many other national and regional library groups, it is coordinating a five-year effort to develop a comprehensive computerized system that will promote bibliographic communication and cooperation among regional library centers throughout the country, and between each of these and the Library of Congress. Regional representatives meet on a regular basis to discuss policy and planning issues involved in the project and to explore the technical difficulties that must be overcome. Support is being provided by this grant, which is to be spent in not less than three years, along with funding from a number of other private foundations and the National Endowment for the Humanities.

**Northwestern University**

\$74,500

In order to determine how effective decentralization would be in the process of establishing a national system of bibliographic control, the Library of Congress is assisting "centers of excellence" with outstanding special collections to produce high-quality bibliographic records that can be made available to the entire library community. Northwestern University Library (NUL), which has both a major African collection and a highly developed computer capability, is participating in the project by gathering catalog data on its own materials and on the holdings of other institutions specializing in Africana. At regular intervals NUL transfers these records to the Library of Congress, where they are distributed through the machine-readable cataloging (MARC) communications format. Funding is being provided by this one-year grant and support from the National Endowment for the Humanities.

**University of Chicago**

\$15,000

The Library Data Management System was designed and implemented by the University of Chicago to facilitate the automation of cataloging and other functions performed by the University library. The library's research and development efforts have continued since the system's inception in 1971, leading to the possibility that it can now be used by other institutions. Several midwestern university libraries have indicated their interest in affiliating with the project in order to share bibliographic records as well as the costs of processing information. This grant, and funding from the National Endowment for the Humanities, the Council on Library Resources, and the Andrew W. Mellon Foundation, supported a planning and feasibility study for the proposed networking arrangement.

**Harvard University**

\$15,000

The joint U.S.-Canadian CONSER project is involved in the large-scale conversion of serial cataloging information to computerized form as a means of making bibliographic records of serial publications both more accessible

and more accurate. Harvard University Library, which has an extensive collection of serial publications in Middle Eastern languages, is cooperating with this effort by transliterating its records to Roman characters and converting them into machine-readable form for inclusion in the CONSER data base. The project is intended to serve as a pilot program that can be replicated for other comprehensive journal collections. This grant assisted Harvard University in the conversion of its listings.

**City University of New York, Queens College**

\$51,300

Joseph Raben, an English professor at Queens College and editor of *Computers and the Humanities*, used funding from the Alfred P. Sloan and Andrew W. Mellon Foundations to develop a design for a cooperative, computer-based center serving humanities journals. The proposed facility would offset many of the constantly rising costs of producing academic journals, the major publishing outlet for scholarly research in a number of fields. This grant from the Corporation, administered by the Research Foundation of the City University of New York is enabling Raben to purchase a terminal, establish a link with the CUNY computer, and demonstrate the possibilities of the system by issuing a few model publications. Raben also plans to write a proposal for federal support of the project which with additional computer terminals can be expanded to other institutions.

*Miscellaneous*

**Institute of Society, Ethics, and the Life Sciences**

\$197,600

The Institute of Society, Ethics, and the Life Sciences, established in 1969 to examine the ethical questions posed by advances in medicine and biology, has become concerned with the possibilities and problems involved in assigning ethics a more central position in American undergraduate and professional school education. With this two-year grant, the Institute is surveying the present modes of teaching ethics and will produce a report containing an analysis and recommendations based on the data. The grant is also enabling the Institute to establish consultation services and workshops and provide curriculum materials from existing programs for those who wish to design or teach ethics courses. While the project is not expected to resolve the debate over whether ethics should be studied in colleges and universities, it may mitigate some of the current confusion about this subject.

**American Association for Higher Education (AAHE)**

\$95,000

AAHE, one of the original departments of the National Education Association, has consistently fostered a spirit of cooperation and shared responsibility among its membership of faculty, students, trustees, and administrators.

When it became a separate organization in 1969, funding from the Corporation and other foundations ensured the continuation of AAHE's activities until it established itself on an independent footing. Now, in an attempt to enlarge its base of support, executive director Russell Edgerton hopes to strengthen its services in two ways. The first is to develop a publications program that will address a broad audience on substantive issues facing colleges and universities. The second step is to improve the program quality and impact of AAHE's national conference, which attracts about 2,500 people a year. This grant is enabling Edgerton to hire a director of conference programs, a secretary, and other staff in order to increase planning and follow-up for the meeting and to involve more members in organizing and selecting themes and speakers.

**Association of American Colleges (AAC)** \$70,000

The Corporation has financed the Academic Collective Bargaining Information Service (ACBIS) since it was formed in 1973 by AAC, the American Association of State Colleges and Universities, and the National Association of State Universities and Land Grant Colleges. ACBIS, which takes neither a pro- nor anti-bargaining position, disseminates information and offers consultation about employer-employee relations in higher education. Despite its neutral position, ACBIS has been used most frequently by management representatives of colleges and universities, possibly because it operates under the aegis of associations composed primarily of administrators. ACBIS would therefore like to extend its sponsorship to union and faculty organizations in order to ensure that their concerns are adequately represented in setting priorities and policies. It would also like to enlarge its training program for those involved in collective bargaining and to find ways of covering the costs of both its present and expanded activities. This grant, combined with funds from the Exxon Education and Ford Foundations, is supporting ACBIS through a transitional year when it is expected to lay the groundwork for reorganization and complete negotiations with potential sponsors.

**Atlanta University** \$15,000

During the summer of 1975, the National Science Foundation provided funds to Atlanta University for the development of a Doctor of Arts (D.A.) program in chemistry, and the following fall, two students involved in the program were supported by fellowship money from a Corporation grant. Two additional students, out of the total of six now enrolled, are being assisted for a full year by this renewed grant. A partial stipend for one student will continue for another semester. Since 1971, the Corporation has funded D.A. programs at a number of universities, but Atlanta is the first predominantly black institution to offer the degree, an important step towards increasing the number of minority-group teachers in the sciences.

**International Council for Educational  
Development (ICED)**

\$10,000

James Perkins, chairman of ICED, is heading the Presidential Commission on Foreign Language and International Studies, which is investigating the status of international programs at American educational institutions. The 25-member group is expected to make a number of recommendations about these programs, including ways to direct public attention to their importance. Grants from the Ford Foundation, Exxon Education Foundation, and the Corporation are providing for expenses, such as travel, special meetings, and the services of an assistant, that are not covered by federal funds.

**University of California, Berkeley (UCB)**

\$9,100

Decline in the writing ability of high school and college students has prompted efforts across the country to halt the trend. One is the UCB-sponsored Bay Area Writing Project (BAWP), which assists schools and colleges in the San Francisco Bay area in implementing writing improvement programs and trains teachers to aid their institutions and others in upgrading writing instruction. BAWP also conducts studies on methods of teaching and assessing writing. These funds, supplementing a 1976 grant of \$207,850, are contributing to the salaries of a research assistant and bibliographer for the evaluation component of the project.

## Early childhood

The program in early childhood education and development evolved from the Corporation's interest in the nature of learning and cognitive processes — an interest it has continued to pursue with particular reference to early learning. The program has proceeded from the hypothesis that the first years of life are crucial for the intellectual as well as the physical, social, and emotional growth of children. The long-range goal has been to develop the means to help maximize the child's total, not just intellectual, potential.

Over the years the Corporation has supported basic research into cognitive processes and the development of competence in infants and preschool children carried out by psychologists such as William Kessen, David Weikart, Jerome Kagan, Katherine Nelson, William Damon, and Bernice Eiduson. This central focus on cognitive development has led to the support of studies relating other aspects of development to the child's changing intellectual capabilities, exemplified in the efforts of Courtney Cazden, William Hall, and the Center for Applied Linguistics to understand how cultural differences in the use of language affect the learning abilities of young children.

From the beginning of its early childhood education program, the Corporation has made grants for the purpose of learning whether certain kinds of preschool experiences enhance a child's development. Projects supported have ranged from Sesame Street to the development of toy libraries and experimental curricula. Study of the interactions of children with their parents, their first teachers, led to support of a few model parent-child projects, notably the home-based Verbal Interaction Project of the Family Service Association of Nassau County.

Currently, the main focus of the Corporation's program is on concerted efforts to examine the welfare and position of children and their families in American society as these affect children's development, and to make policy recommendations in their behalf. The Carnegie Council on Children was set up in 1972 in recognition of the need to find better ways than we now have to protect and support family life. During 1977-78, there were three published reports from the Council on the social, economic, and educational influences on the lives of children. The Council's remaining staff is continuing to disseminate the results of this work and prepare two additional books for publication in 1979. The Corporation's interest in family policy is also reflected in grants this year to Cornell University, Vanderbilt University, and the National Council of Churches of Christ for studies of the quality and availability of family support systems.

Other projects the Corporation has funded—to monitor the impact of public programs on children, establish their right to equal protection, and disseminate information to the public—overlap with its interests in elementary and secondary education and in public affairs.

The Corporation does not provide general operating support for day care centers or preschools.

### **Vanderbilt University**

\$400,000

Nicholas Hobbs, former provost of Vanderbilt University, established the Center for the Study of Families and Children, a unit of the Vanderbilt Institute for Public Policy Studies, with the goal of bringing together an interdisciplinary group of scholars to examine social policies that affect families and children. The work of the Center focuses on the overall question of how government and private policies can help increase parents' ability to make intelligent choices and manage resources in the interest of their families. Because the majority of the Center's faculty members are drawn from institutions throughout the South, planned studies of national issues will also pay special attention to problems that are particularly acute in this region of the country. Three years of Corporation funding is supporting the Center's first major project: a review of parent education and child care services, which will produce recommendations for the development of new programs and for the modification of many already under way.



**Minnesota Early Learning Design (MELD)** \$240,300

*All Our Children*, last year's report of the Carnegie Council on Children, stressed the importance of providing parents with services designed to help them become more competent and confident in their childrearing roles. One program created to meet this need is the Minnesota Early Learning Design, which offers information and peer support to new parents in the Minneapolis area. MELD, founded in 1974 by Ann Ellwood, trains volunteer parents to conduct regular group meetings focusing on health, child development, child guidance, family management, and personal growth. The discussions also serve as a forum in which parents and parents-to-be share experiences and assist each other in solving problems. This three-year grant will enable MELD to test, refine, and extend its self-help approach in a variety of ways, including making its services available to a wider range of participants (such as rural and adolescent parents), publishing its curriculum, and continuing an evaluation of its programs. The Bush Foundation and several local foundations are also providing support.

**Martha Stuart Communications** \$225,000

As modern-day pressures on families continue to grow, and family structures themselves continue to change, the need of parents for information about raising children in unfamiliar and sometimes confusing circumstances becomes more pressing. Martha Stuart, an independent videotape producer in New York City, believes that television has the potential for helping parents deal with the complexities of their roles and responsibilities. Last year, Stuart used a small Corporation grant to plan a series of 13 programs bringing together parents, children, and others to discuss their family experiences. Funding for the production of three of those programs—on single parents, children of working mothers, and mothers who use day care—is being provided by this grant. The aim of the programs is to offer viewers new perspectives on their situations and provide models for effective ways of dealing with problems.

**National Council of Churches of Christ, U.S.A. (NCC)** \$250,000

The Carnegie Council on Children recommended a systematic revamping of public policies and programs addressed to the welfare of children. The National Council of Churches (NCC), a coalition of Protestant and Orthodox denominations, with a history of successful involvement in education for social change, has adopted this point of view in its newly established Child and Family Justice Project. With Corporation support over 24 months, NCC is setting up "committees of 18" in 20 different communities across the country, which will conduct surveys of families and available services and organize local resources to fill family support needs discovered to be lacking. In conjunction with this, NCC is working with other interested groups, such

as the Children's Defense Fund, and the Coalition for Children and Youth to train and encourage those involved in the project to continue using their experience on behalf of children and families.

**Cornell University**

\$285,000

As the number of family services continues to grow, researchers are recognizing the importance of understanding not only what such services do, but also the way that they affect parents and children who use them. This goal has been incorporated into a "process study" led by Urie Bronfenbrenner, professor of human development, with Moncrieff Cochran, assistant professor of child development, both at Cornell University. Two hundred fifty-six Syracuse, New York, families, each with a young child, are participating in one of three experimental programs instituted in their neighborhoods. Interviews with parents and social workers to monitor their experiences, along with other assessment techniques, are expected to produce valuable data on how the relationship among social service staff, families, and community influences the outcome of the programs. The Corporation has provided a three-year grant for this project, which is part of a larger, cross-cultural study of family support services in five nations funded by the Lilly Endowment, the National Institute of Education, the Administration for Children, Youth, and Families, the Mott Foundation, and the Kettering Foundation.

**Columbia University**

\$197,100

Inequality in family income and the deleterious effect poverty can have on the lives of children have long been a subject of concern for those working to improve conditions for the young. Little is known, however, about the relationship between the resources of families, both human and material, and children's achievement as adults. A two-year grant from the Corporation is assisting a study headed by Harold Watts, director of Columbia's interdisciplinary Center for the Social Sciences, aimed at filling this gap in our knowledge about the economics of childrearing. The project's several components include an analysis of how tax and transfer programs can alter the costs of child care and an examination of how family investments in children, including expenditures for health and education, influence economic success in adulthood.

**Brookings Institution**

\$69,000

A 1972 Corporation grant to the Brookings Institution enabled Gilbert Steiner, author of several books analyzing political and social conditions in the United States, to write *The Children's Cause*, an examination of public policies and programs affecting children. With this new, 14-month grant, Steiner is exploring the scope and limitations of public responsibility for families, and in particular the question of whether government should under-

take the creation of a family policy—a possibility that has recently been given more weight by President Carter's commitment to finding ways of strengthening the institution he calls "the basis of our society." The question is being examined in light of the traditions that bar government intervention in the affairs of the family and the areas in which it already intrudes.

**George Washington University**

\$14,840

The Family Impact Seminar, located at George Washington University's Institute for Educational Leadership, was established to develop methods of analyzing the effect of public policies on family functioning. A primary concern of its researchers is the relationship between home life and job life, a subject that has been neglected in studies of both public and private employment. This grant is supporting one of the Seminar's projects, a survey of 600 government employees, half on flexible time and half on standard work schedules, to determine which facets of family life are enhanced or diminished by flexible hours. A detailed questionnaire distributed to participants will provide additional information about the types and age groups of families that are most affected.

**Center for Advanced Studies in the Behavioral Sciences**

\$15,000

A 1972 Corporation grant enabled economist Victor Fuchs to write *Who Shall Live? Health, Economics and Social Choice*, a study of the critical choices involved in setting health care policy. Fuchs is now examining the relationship between the increasing numbers of working women and changes occurring in the family structure. With grants to the Center from the Corporation and Russell Sage Foundation, Fuchs is preparing a series of papers analyzing how the growth of service industries and other phenomena that are attracting more women to the job market will affect future family living and working patterns. Fuchs is also looking at the economic and social impact of recent trends in the labor force participation of older workers.

**Coalition for Children and Youth**

\$15,000

*The Children's Political Checklist* is a pamphlet designed to help parents, teachers, legislators, and other concerned individuals review government policies that affect children and families. The *Checklist* explores questions about national issues, such as unemployment and the working parent, that readers can consider in developing points of view unmarred by preconceived opinion. Originally produced jointly by the Early Childhood Project of the Education Commission of the States, the Carnegie Council on Children, and the Coalition for Children and Youth, it is being reprinted and disseminated by the Coalition with this grant.

**Rockefeller University**

\$136,650

Rockefeller University has been the recipient of several Corporation grants permitting Michael Cole and William Hall to study various aspects of cognitive development in young children. With Corporation support in 1974, Hall, a psychologist investigating language use and school behavior, compiled tapes of several hours of verbal interaction with groups of black and white children in both formal and informal settings. With this additional two-year grant, Hall is analyzing his data to determine how language patterns, varying between home and school and between blacks and whites, affect children's academic achievement. He also plans to prepare a dictionary of the children's language and to continue contributing to Cole's work on the effects of cultural background on learning ability, previously supported by the Corporation. (See additional grant to Rockefeller University on p. 38.)

**Society for Research in Child Development**

\$60,000

Understanding how youngsters acquire and use language skills is a major concern of those interested in the origins and growth of communication in infancy and early childhood. In summer of 1979, the Society for Research in Child Development, the major association of scholars in this field, will hold a four-week institute at the University of Delaware to discuss the rapidly expanding theories, research techniques, and analytical approaches in the study of both verbal and nonverbal communication among children. There will be an interdisciplinary faculty, providing an opportunity for the participants, most of them promising young graduate students and postdoctoral fellows, to broaden their training. Corporation support will pay for the travel and living expenses of the participants and also provide funds for a publication summarizing the presentations and discussions.

**Family Service Association of Nassau County**

\$4,550

Since 1973, the federal government, the Corporation, and other foundations have supported the Family Service Association's Verbal Interaction Project (VIP), which for the past 12 years has run an experimental home-based program that uses language to help develop conceptual skills in low-income preschool children. VIP research on the Mother-Child Home Program shows it to be significantly effective in increasing parents' verbal interaction with their youngsters and in improving the IQ scores, school achievement, and behavior of the children involved. This grant supplements funds previously provided by the Corporation for analysis of the collected data.

**Family Service Association of Nassau County**

\$15,000

Phyllis Levenstein, director and designer of the Verbal Interaction Project, believes that after years of research and demonstration activity, the Project is ready to become an independent service organization providing assistance

and training to schools and other groups wanting to adopt the Mother-Child Home Program. Levenstein has initiated replications of the program in 70 communities and intends to expand her dissemination efforts even further. This grant is enabling her to hire a professional development consultant to help the organization establish fees and schedules for the delivery of the Mother-Child Home Program and to investigate other sources of funding. This shift in emphasis from research to service should help a proven experimental project to be implemented on a broad scale.

## Elementary and secondary education

The elementary and secondary education program concentrates on the public schools. The challenge for the program has been to find ways in which the Corporation, with its limited resources, can help the schools fulfill their obligation to educate all the nation's children. The foundation has been specifically concerned that school systems succeed in teaching adequate levels of basic skills to children whom they have served less well in the past—children who are poor, who are from minority groups, or who are classified as low achievers. Central to this concern is the recognition that some children may need to be given more time, effort, and resources from schools if adequate levels of performance are to be ensured.

In its grant making, the Corporation has established two priorities: The first is to find ways of urging and enabling school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being met, and then to change their methods if needed. The second is to find ways in which school personnel can receive technical assistance and in-service support in order to achieve their goals and to cope with the kinds of demands that implementation is likely to place upon them. Related to this is the Corporation's concern with increasing minority representation within school systems, primarily through the training of minority administrators.

Grants under the first priority fall roughly into three areas. First, the Corporation is supporting the development of tests that should be better than current standardized measures of educational outcomes—tests that will allow definition of levels of adequacy in basic skills, that will measure whether students are meeting minimum levels of competency, and that may suggest corrective action which should be taken if students are not doing well. Second, several projects supported are aimed at helping groups outside the public

schools to represent the interests of children less well served and to work with school personnel in seeing that educational resources and programs meet these children's needs. Various strategies toward this end include advocacy and litigation with respect to children's rights, monitoring the implementation of governmental programs serving minority and poor children, and helping the parents of these children to have a voice in educational decision making. Third, a series of grants have assisted professionals and citizens in analyzing and devising approaches to the financing, governance, and operations of public schools that will be equitable and will lead to comparable outcomes for children.

Related to the two main program priorities is support of research on the basic processes involved in children's learning, either as part of the background required for designing appropriate measures of stages in the development of skills, or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children. In addition, the foundation supports studies of major educational policy issues. The Corporation is also interested in projects that promote equal opportunity for women and girls, such as the Math/Science Resource Center at Mills College which encourages the participation of female students in mathematics and math-based fields.

The Corporation does not make grants for alternative schools, nor does it usually support the development of specialized curricula in the arts, drug education, population, and other subject areas. The Corporation has, however, made occasional grants concerned with curriculum development relevant to particular minority children and girls. The Corporation is also involved in some aspects of bilingual and bicultural education.

**National Academy of Sciences (NAS)**

\$200,000

Recent intervention by courts and legislatures, and the growing concern of minority groups that standardized ability testing may be discriminatory, has added to the controversy surrounding the appropriate use of tests and their results. The Assembly of the Behavioral and Social Sciences of NAS is conducting an objective examination of the technical and philosophical issues relating to testing, with the goal of producing recommendations for changing or improving the role of testing in American society. For the next two years, a multidisciplinary committee will be investigating the effects of testing in education, employment, civil service, the military, and other areas. The committee will hold hearings and interviews around the country, taking testimony from experts who represent different positions in the testing field. This two-year grant is supporting three professional staff members and ten meetings of the committee, with other costs being paid by the Civil Service Commission, the National Institute of Education, the National Institute of Mental Health, and the Ittleson Foundation.

**National Consortium on Testing (NCT)** \$228,500

NCT, in Cambridge, Massachusetts, is a recently formed coalition of approximately 40 national educational organizations promoting a thorough review of standardized achievement testing in American schools. Support from the Corporation's Program Development and Evaluation Fund (see p. 41) enabled NCT to engage professors David Cohen and Walt Haney of the Huron Institute to design a system of self-education and policy seminars that would help NCT produce recommendations for constructive changes in the testing process. Cohen, now NCT's executive director, and Haney, staff director of the program, oversee a variety of activities that include publicizing the limitations of standardized testing, providing information to member organizations about testing and alternative means of educational assessment, and conducting small-scale research projects on related topics. This two-year grant is paying some of the costs of Consortium meetings, travel, and consultants, as well as the services of the Huron staff.

**University of Pittsburgh** \$385,000

Amid the current debate over the validity and usefulness of both aptitude and achievement tests, it appears that educators have little empirical understanding of the purposes for which they are used, how the data are interpreted, or what effects testing has on individual students, teachers, administrators, and on curricula. In an effort to clarify these issues, Lauren Resnick, co-director of the Learning Research and Development Center at the University of Pittsburgh, and Daniel Resnick, professor of history at Carnegie-Mellon University, used a 1977 Corporation grant to design a large-scale study of the social functions of testing. This three-year grant is supporting their resulting survey of sample populations of students, school personnel, and others. The Resnicks are also examining the history of standardized testing in American schools with particular emphasis on its introduction and development in the Pittsburgh area.

**High/Scope Educational Research Foundation** \$200,000

High/Scope is a research and development organization in Ypsilanti, Michigan, directed by psychologist David Weikart. In previous years, the Corporation funded Weikart's research on the long-term effects of early childhood education. The organization also participated in the U.S. Office of Education's effort to determine which follow-up programs would best build on Head Start. In the course of their work, Weikart and his staff became concerned that multiple-choice English tests, requiring only the recognition of a correct answer, do not adequately measure writing skills, particularly "transactional" writing—the kind intended to instruct or inform, which characterizes much of the written communication adults will need in business, education, and other areas of private and professional life. High/Scope re-

ceived a planning grant in 1977 to develop methods of assessing children's basic competency in this language skill. An 18-month grant is supporting further study of the subject. The grant is also supporting research on ways that measured writing ability varies if the conditions of measurement are changed and whether some children, by reason of age, sex, socioeconomic status, or race, are more sensitive to variations in testing conditions than others.

**Education Development Center (EDC)** \$600,000

For more than three years, the Corporation has been supporting EDC's Project Torque, which is producing a set of achievement tests in elementary school mathematics. The goal of the undertaking, headed by professors Judah Schwartz and Edwin Taylor of the Massachusetts Institute of Technology, is to create assessment instruments that will allow more accurate diagnosis of the strengths and weaknesses of children's mathematical skills and better evaluation of curricula in this subject. Conventional standardized mathematics tests are validated mainly by expert judgment, internal consistency, and relationship to other tests, and can be influenced by differences in non-mathematical skills such as reading ability and the speed of work. The EDC tests, on the other hand, are validated by checking the information they give about children's performance against direct observation of the same children in nonacademic situations that require the use of mathematics. The Corporation has renewed its support for EDC for another two years to enable the project to complete and disseminate the tests.

**Rockefeller University** \$15,000

This grant is assisting the research of David Roth, a sociologist at Rockefeller University, on the interactional organization of problem-solving. His observations suggest that a child's performance in a supposedly "standardized" situation—such as taking an I.Q. test—may be as much a product of variations in social interaction with testers as of his or her innate abilities. Roth has gathered a number of videotapes of children involved in three types of problem-solving situations: intelligence testing, classroom work, and supervised recreation, and is using these to code and classify the kinds of social interactions with adults that seem to play a role in the way children execute tasks. Examination of the testing situations should also yield preliminary information about how these variations may contribute to class and cultural bias in judgments of the outcome of many tests. (See additional grant to Rockefeller University on p. 34.)

**University of California, San Diego** \$14,375

Children's advocates often suggest that poor and minority pupils are routed into special education classes in far greater proportions than their white counterparts. Hugh Mehan, professor of sociology at the University of



California, San Diego, is conducting a three-year study of the ways in which placement and referral decisions are made for both slow and gifted children. By videotaping and analyzing the classroom and testing situations and the discussions of school personnel and experts that are part of this process, he hopes to determine the factors that influence judgments made about children, and whether such factors, including teachers' attitudes, vary systematically with the social class or race of the child. This grant supported the trial use of these techniques in a California school district.

**Lawyers' Committee for Civil Rights  
under Law (LCCRUL)**

\$387,500

Title I of the Elementary and Secondary Education Act of 1965 provides funds for compensatory education programs in public schools. It is currently the largest source of federal education revenues for local districts—nearly \$2 billion in 1976. Although most of these funds are designed to benefit educationally disadvantaged students, the monies have in many instances been converted to general support for public education. In 1975, a Corporation grant enabled LCCRUL to establish the Federal Education Programs Project, a Washington-based information and legal resource center involved in efforts to see that Title I funds are used for their intended purpose. During the term of this additional two-year grant for the Project, federal review of Title I will take place. LCCRUL plans to evaluate and disseminate information about the implications of proposed changes.

**National Coalition of ESEA Title I Parents**

\$250,000

The Coalition is a national membership organization formed in 1973 by parents of children eligible for special educational services under Title I of the Elementary and Secondary Education Act. Its purpose is to provide a voice for Title I parents at the federal, state, and local levels and to assist them in understanding and influencing how Title I programs are implemented in their communities. The Coalition used a 1976 Corporation grant to establish the National Parent Center as its operating arm in Washington, D. C. The move increased the Coalition's ability to provide training and encouragement to Title I parents and bring direct pressure for accountability on federal and private monitoring agencies in the capital. Renewed support for two years is continuing the funding of core operations, including production of a newsletter and the sponsorship of conferences with other groups working for the implementation of Title I.

**American Friends Service Committee (AFSC)**

\$364,500

The 1974 amendments to Title I of the Elementary and Secondary Education Act require every school and district receiving Title I monies to have a Parent Advisory Council (PAC), thus opening the way for parents of dis-

advantaged students to become involved in their children's education. AFSC's Southeastern Public Education Program (SEPEP), based in South Carolina, trains "Title I associates" to help PACs work with school officials in ensuring that local educational resources meet the needs of children in the community. SEPEP's goal is to produce a strong spirit of cooperation between PACs and school administrators. In 1976, a Corporation grant provided for expansion of the program from South Carolina to Georgia, Alabama, and Mississippi. Renewed Corporation funding for two years is enabling SEPEP to train three additional persons to work at the state level to help improve Department of Education support of Title I regulations. Involvement with both state and local policy makers should strengthen SEPEP's influence on how well Title I is implemented.

**National Council of La Raza**

\$15,000

The National Council of La Raza, a Washington-based organization dedicated to improving the welfare of Mexican Americans, used a 1977 Corporation grant to study the distribution of federal funds under the migrant education section of Title I of the Elementary and Secondary Education Act, the largest single source of support for school programs affecting migrant children. Although more than \$4 million have been appropriated for migrant education since fiscal 1976, there is considerable evidence of poor federal management of the program, and little is known about the role of the states in administering the earmarked money. During the past year, the Council's staff met with federal officials involved in the regulation of Title I's Migrant Education Program, prepared a critique of its general operations, and assessed the program's performance in local school districts in five states with large seasonal influxes of migrant families. This grant is enabling the Council to continue the process of information-gathering and analysis for the completion of the state reports.

**Western Service Systems**

\$300,000

The Chicano Education Project (CEP) of Western Service Systems was established in 1974 to address the cultural and scholastic problems affecting Chicano children in Colorado and to work with Mexican-American groups wanting a greater voice in their children's schooling. At the invitation of the state legislature, CEP helped draft Colorado's 1975 Bilingual/Bicultural Education Act, which requires every elementary school in which 10 percent of the students are "linguistically different" to have a bilingual program designed and managed in conjunction with parents. In 1976, the Corporation and the Rockefeller Foundation financed CEP's activities, which include publishing a newsletter, conducting workshops on the educational issues involved in the mandated programs, and disseminating information aimed at enhancing the public's understanding of bilingual/bicultural education.

This grant, along with funding from the Rockefeller and Ford Foundations, is enabling CEP to continue its operations for two years.

**Public Education Association (PEA) \$125,000**

The federal Education of All Handicapped Children Act (PL 94-142), passed by Congress in 1975, requires that individualized diagnostic and educational attention be given to all children judged by their parents or teachers to be educationally handicapped. It also requires parental involvement in the planning of these services, which must be provided in the "least restrictive environment" allowed by the child's needs, i.e., the normal school setting if at all possible. In New York City alone, there may be 100,000 children who could be helped by the law, but the magnitude of the changes it would necessitate in the usual operations of the school system makes its full implementation seem doubtful. The litigation unit of PEA, a citizens' group concerned with improving public education in New York City, has been assisting efforts to monitor implementation of PL 94-142 for over two years. This two-year grant is enabling PEA to conduct a series of studies on how economic, administrative, and other barriers to compliance can be overcome. One major goal is to find ways of meeting the standards of the law without incurring substantial extra costs or detracting from the quality of education offered to non-handicapped children.

**Advocates for Children of New York (AFC) \$125,000**

AFC is a community-based organization providing direct representation and assistance to parents of children with special education problems. Recently, AFC and the Public Education Association (PEA) initiated a plan to cooperate on a joint project to encourage the New York City school system to abide by the provisions of the 1975 Education of All Handicapped Children Act. The neighborhood orientation of AFC's operations enables its staff to identify the actual day-to-day needs of families and children, information that PEA helps translate into general solutions requiring possible class action litigation or broader negotiations with school officials. Using this two-year grant, AFC is continuing to help individuals while also extending its programs to include training advocates concerned with the implementation of PL 94-142. In addition, it is developing training courses for the community school boards, parent organizations, and social welfare agencies that are expected to become involved in the schools' arrangements for making special services available to handicapped pupils.

**Harvard University \$15,000**

The Center for Urban Studies of the Graduate School of Education at Harvard University has been conducting research on the relative effectiveness of schools in educating low-income and minority pupils. Schools in two

Michigan cities—Lansing and Detroit—are being studied under the direction of Ronald L. Edmonds, formerly assistant superintendent in Michigan’s state department of education. He and his colleagues at the Center for Urban Studies are examining the results from both “objective-referenced” and “norm-referenced” tests administered to fourth and seventh graders in the two cities in an attempt to determine whether disadvantaged children are achieving at a higher level in some schools, grades, or classes than in others. The Corporation, which has been supporting this undertaking, provided additional funds to enable Edmonds and his staff to complete the gathering of the Detroit data, the basic analyses for both cities, and the project report.

**National School Boards Association (NSBA)** \$14,050

The training given to newly elected and appointed local school board members varies considerably in different areas, but most efforts fall short of fully preparing officials to handle the responsibilities they will face. Jim Mecklenberger, research director of NSBA, and Richard Goodman, executive director of the New Hampshire School Boards Association, are heading a project to design a reference manual on state and national education matters, school district and school board practices and policies, and other topics. The manual is intended to provide advice and information to both first-time and experienced board members. This grant is paying the costs of staff, consultants, travel, meetings, and other expenses involved in planning the manual and writing a proposal for funding its production.

**City Missionary Society** \$47,000

“Reading is Yours to Keep,” a model minority-run program in Boston, Massachusetts, has been supported by the Corporation since 1972. The program provided school children with supplementary reading instruction, using George Cureton’s “Action Reading” method and supplementary materials relevant to the lives of black children. In carrying out its work, it enlisted the aid of local churches to locate and train community members who in turn showed parents how to kindle their children’s interest in reading and build their confidence to succeed. This final grant, administered by the City Missionary Society, has enabled director Vivian Johnson and her staff to complete several projects under “Reading is Yours to Keep,” including a teen peer-tutoring program and remedial reading classes in a Boston public school. Johnson is currently writing about the results of these and other activities.

**Mills College** \$180,000

In both secondary and higher education, the number of women who take mathematics courses is small compared to the number of men. Yet failure to pursue the study of mathematics effectively excludes women from a wide

range of occupations that require some form of mathematical proficiency. Lenore Blum, head of the department of mathematics and computer science at Mills College, and Nancy Kreinberg, coordinator of math and science education for women at the Lawrence Hall of Science in Berkeley, California, lead a network of women scientists, mathematicians, and teachers from more than 40 institutions who have worked together informally for the last few years to promote the participation of female students in mathematics. This two-year grant enabled Blum and Kreinberg to establish a Math/Science Resource Center, based at Mills, which acts as a clearinghouse for the activities of network members and disseminates materials describing programs they have developed to a nationwide audience. The Center offers technical assistance to both high schools and colleges that want to experiment with ways of attracting women to mathematics and keeping them involved.

## Public affairs

The basic goals of the Corporation's program in public affairs are first, to help disadvantaged groups in society gain wider access to the political, economic, and educational systems and to ensure adequate representation of their interests and, second, to support the role of private organizations in assessing the impact of government programs designed to benefit these groups, in particular minorities and the poor, but also women and young people. In its concern for social justice and equal opportunity, the program has focused on educational issues, such as desegregation of the schools, financing of school systems, bilingualism, compensatory education, and other urban education issues. Some of these projects are described in the elementary and secondary education section rather than under public affairs.

The Corporation has supported a number of strategies in its grant making, including education and training for leadership and the dissemination of information through publications, conferences, and other avenues of communication. In addition, the foundation has provided assistance to public interest organizations for the purpose of undertaking legal research and litigation on behalf of the disadvantaged; providing technical assistance to community groups to help them gain a stronger voice in policy decisions; and building membership support.

In the past few years the foundation has also given attention to the status of women in American society, assisting development of the field of sex discrimination law and, through the support of studies and educational projects, encouraging women to enter public life.

At present, many industrialized nations are becoming concerned about the transition problems young people have as they move from dependence on family and school to the responsibilities of work and adulthood. The Corporation, through its public affairs as well as other programs, has been exploring the need for better public policies for young Americans.

**Law Students Civil Rights Research Council (LSCRRC) \$275,500**

For the past eight years, the Corporation has given more than \$3 million to LSCRRC and the Earl Warren Legal Training Program of the NAACP Legal Defense and Educational Fund for programs to increase the number of black students going to law school and practicing in the South. The aim ultimately has been to strengthen minority leadership and legal representation of the poor in this region. LSCRRC, which recruits black students for southern law schools, also provides counseling and other services to help them stay in school and finances summer internships in civil rights and public interest firms. Although these efforts have contributed to the higher rate of blacks entering the major schools, the number of graduates has not kept pace with enrollments. In March 1978, the Corporation's Program Development and Evaluation Fund (see p. 53) paid the expenses of a meeting held by LSCRRC to develop a plan for encouraging black law students to complete the degree. The resulting retention programs are one component of LSCRRC's activities that are being supported by this two-year grant.

**NAACP Special Contribution Fund \$275,000**

The Corporation has contributed funds toward aspects of the NAACP school desegregation program since 1966. In 1973, and again in 1976, the trustees voted two-year grants to the organization for research and other background work needed to bring school desegregation cases to court. Because federal judges have been reluctant to issue integration orders in individual school districts unless actual discriminatory action in these districts can be proven, the burden of NAACP's litigation strategy has fallen largely on the collection of evidence—a long and costly procedure. One aspect of this work involves efforts to demonstrate that black students, who may be denied equal education opportunity as a result of attending predominantly black schools, are entitled to, and should receive, remedial instruction. This grant continues support of NAACP's legal department for another two years.

**Puerto Rican Legal Defense and Education Fund (PRLDEF) \$250,000**

PRLDEF was established in 1972 to protect the civil rights of Puerto Ricans and to increase the number of Puerto Rican attorneys in this country. Two previous Corporation grants assisted PRLDEF's recruiting and counseling of

law students and contributed to its Education Rights Project, which has been primarily involved in promoting bilingual education. As part of this work, Project staff members are conducting research to determine whether Puerto Rican children in selected subject areas fail to meet the new minimum competency requirements at a disproportionate rate. If so, the Project will employ strategies such as community pressure and litigation to ensure that schools fulfill their educational obligations to Hispanic students. A two-year grant from the Corporation is providing support for the Project, with additional funding from the Ford Foundation and the Rockefeller Brothers Fund.

**National Black United Fund (NBUF) \$15,000**

NBUF was established in 1974 to mobilize the human and financial resources of black Americans in support of projects and programs crucial to the black community. Last summer, NBUF held its second annual conference, bringing together representatives of the academic, business, and professional communities and other interested individuals to discuss the question of "Public Policy and the Black Masses." This grant contributed to the expenses of the meeting, which was convened with the principal aim of developing specific recommendations about the responsibility of blacks to the black poor.

**American Bar Association Fund for Public Education (ABA) \$15,000**

The Council on Legal Education Opportunity (CLEO), sponsored by ABA and several other law associations, provides financial and academic aid to minority and disadvantaged law students, with the goal of increasing the number of attorneys from these groups. To celebrate its 10th anniversary, CLEO held a symposium, supported by the Corporation, the Ford Foundation, and the American Bar Endowment, to review the status of compensatory programs in legal and professional education. The two-day meeting, which was attended by scholars, government officials, educators, and leaders in the field of law, included workshops on legal issues and public policy.

**Mexican American Legal Defense and Educational Fund (MALDEF) \$7,400**

MALDEF, a public interest law firm, has been operating for 10 years, with the bulk of its support coming from foundations, including the Corporation, for its program in education. Last year, in an effort to diversify its funding base and build a constituency, the organization used Corporation support to hire a consulting firm to test the potential of direct-mail appeals for raising a significant portion of its operating budget from the public. This grant is enabling MALDEF to follow up on those findings by mailing its materials to 30,000 Hispanic persons expected to be responsive to the organization's work.

**American Civil Liberties Union Foundation (ACLU)** \$152,000

A 1975 Corporation grant to ACLU's Women's Rights Project, which was initially established with support from the Ford Foundation and other foundations, provided funding for a clinical education program in sex-discrimination law and for preparation of *Women and the Law*, a college-level casebook published in 1977. This supplementary two-and-one-half-year grant, while continuing to fund the litigation clinic, is also assisting the Project's efforts on behalf of sex discrimination complaints in the field of vocational education and helping to finance regional workshops on related issues faced by ACLU lawyers at the local level, particularly in the areas of employment and athletics. The current focus of the Project is on using favorable precedents established by the courts to ensure enforcement of equal opportunity principles. Additional support is being provided by the Ford Foundation.

**Youth Project** \$375,000

The Youth Project is a national organization providing technical assistance and small amounts of financial support to young people who show promise of working effectively at the local level on issues involving social justice and equal opportunity. Both the staff and board of the Project are young, with a wide range of organizing and work experience. Operating out of several regional offices, staff members identify projects that seem likely to benefit the community and help them with advice and direction on how to achieve their goals and attract financial support. This is a vital service for small, local groups, particularly those in rural areas where obtaining funds from foundations can be difficult. The Project has clearly demonstrated its effectiveness, having assisted a total of 175 organizations as of February 1978. The Corporation, which has supported the Youth Project's activities over the past six years, has renewed its funding for an additional three years.

## Other grants

There are always each year a few Corporation-supported projects which fall outside the four major program areas but which are nevertheless important to the aims and charter of the foundation. Some, such as those concerned with the broad area of improving the functioning of government, are keyed to former interests; others, including support of the New York Public Library, relate generally to the Corporation's traditions; still others prove to be the start of a new direction in grant making.



**New York Public Library**

\$325,000

The card catalog of the New York Public Library's research collection has been in existence since 1911. In 1972 it was succeeded by an automated system that provides a book-form index for new acquisitions. A continuing problem, however, is how to preserve the 11 million cards, some badly deteriorated, that list the pre-1972 holdings. This catalog serves as a national and international resource, containing, in some cases, information available nowhere else. In 1977 the Library embarked on an effort to rehabilitate, microfilm, and edit the card catalog, using funds from the Andrew W. Mellon Foundation, the National Endowment for the Humanities, and the Alfred P. Sloan Foundation. The Corporation, which has occasionally made grants to the Library for specific programs, including a 1972 commitment of \$396,500 to develop a computerized catalog of the branch libraries, is providing support for this project over a three-year period. It is hoped that the catalog can eventually be published in book form for use not only within the New York Public Library system but also by other libraries.

**Legis 50/The Center for Legislative Improvement**

\$15,000

Legis 50, formerly the Citizens Conference on State Legislatures, is a non-partisan organization that was founded in 1965 with support from the Corporation and the Ford Foundation. Between 1965 and 1972, the Corporation made grants totaling \$1,420,000 for the organization's activities concerned with improving the functioning of state legislatures. Since that time it has received significant support from both private and governmental sources, but a series of financial difficulties during the past few years, including a move from Kansas City to Denver, caused an immediate need for additional funds. This grant helped support Legis 50 while it worked to solve its budgetary problems.

**Women's Action Alliance**

\$15,000

The Women's Action Alliance was established in 1971 to serve as a national clearinghouse for women's issues and programs. Last May, in New York City, the Alliance sponsored a convocation of women's groups, foundations, and corporations for the purpose of focusing public attention on the wide variety of organizations that make up the women's movement and to help build bridges between these organizations and the agencies that have the resources to help them. The various women's groups displayed their materials and had members available to discuss their programs and priorities. Grants from the Corporation and a number of other foundations and businesses provided support for the meeting, which featured workshops, lectures, and films on the general theme, "Women at Work," enabling participants to explore some of the major areas of concern to American women.

## Community Funds

\$4,000

In 1976, the Corporation joined other New York-based foundations in funding the newly created Office of Human Services Planning, which at that time worked with city agencies to ensure that sound information and analysis underlay mandated budget reductions for services affecting poor and middle-class residents. Now under the direction of deputy mayor Herman Badillo, the Office has shifted its focus to the development of a model program for human services coordination in the South Bronx. Support for the Office over a six-month period was provided this year by the Corporation and five other organizations. Community Funds, a division of New York Community Trust, administered the monies.

## Commonwealth program\*

Throughout most of its 66-year history, Carnegie Corporation has devoted approximately 7½ percent of its annual income to grants for educational endeavors in selected nations that now are or once were members of the British Commonwealth. In the recent past, special attention has been given to the role of universities in Africa in relation to the improvement of primary and secondary schooling and especially teacher training. This interest extended to a few institutions in the West Indies and South Pacific.

In 1974–75, a review of the objectives and operations of the Commonwealth Program was made by a special committee of the trustees. The committee's conclusions, as adopted by the board, have resulted in a shift of emphasis from grants for relatively costly, long-term educational development projects toward smaller, facilitative grants for a wide range of activities in such fields as leadership development, social and educational planning, and regional and international communication.

The role of women in national development is of particular interest, and support is now given to public and private efforts to assure the integration of women's economic interests and needs in national and regional development planning. Support of women's bureaus and their projects is one expression of this concern, and leadership development of women is another.

Grants are still made for projects in tropical Africa, the Caribbean, and the South Pacific, but new stress is given to southern Africa. In the Republic of South Africa the Corporation's efforts are directed toward developing and

*\* In 1979 the name of the Commonwealth Program will be changed to International Program to emphasize that present Commonwealth membership is not a prerequisite to funding eligibility. The Corporation charter does, however, require that support be limited to countries which were a British dominion, colony, protectorate, or protected state as of April 1948.*

supporting black leadership, encouraging communication among racial groups, and increasing the protection of all citizens under the law. Emphasis in Rhodesia is placed on planning for the social and economic changes that will accompany the transition to majority rule.

**University of the West Indies** \$225,000

The English-speaking island countries of the Caribbean share many problems of development, but regional solutions to these problems have been complicated by distance, by economic and social history, and by political ideology. Nonetheless, some problems, among them the need to integrate women into the economic development of the area, are now being approached through regional cooperation. Last year, the Corporation provided funding for a group of women leaders in the Caribbean to plan a permanent structure that would coordinate women's activities and influence development planning on their behalf. As a result of their deliberations a regional coordinator was appointed and is now working under the aegis of the Department of Extra-Mural Studies of the University of the West Indies. This two-year grant is supporting the coordinator in a program to implement the Regional Plan of Action for Women in the Caribbean, with emphasis on economic development, equality of opportunity, and leadership development.

**National Council of Women of Kenya** \$68,000

Nongovernmental women's organizations in developing countries often provide an effective means for women to influence national policies. In Kenya, 33 women's organizations belong to the National Council of Women of Kenya, a coalition formed at the time of the country's independence in 1963. The Council acts as a liaison between the Women's Bureau, a government agency established in 1974, and the women it represents, particularly those living in rural areas. This three-year grant is enabling the Council, which until now has operated on a volunteer basis, to hire a full-time executive director to coordinate the increasingly complex activities of its member organizations and to encourage the sharing of information among them. Support is also being provided for the salary of an information officer to produce a monthly magazine in both English and Swahili.

**Population Council** \$9,400

Even though women's bureaus have been established in many Third World countries, most policy makers are still largely unaware of how to design and run development assistance programs that further the economic interests of women. One reason for this is that they know very little about the current productive activity of women and have insufficient data about the contributions of women's labor. With the help of Corporation funds, the Population

Council is publishing a special issue of its monthly journal, *Studies in Family Planning*, which will address problems of learning about rural women and provide practical guidelines for discerning and understanding women's economic roles, so that new programs can be better designed and existing programs redirected.

**University of Rhodesia**

\$60,000

During this time of Rhodesia's transition to the independent state of Zimbabwe, representatives of Rhodesian women's organizations have established a pilot women's bureau to address economic and other issues significant to rural and urban women in the nation—issues that are likely to be the subject of future government policy. The bureau's activities are supplemented by a research unit, located at the Centre for Inter-Racial Studies at the University of Rhodesia. This grant is providing funding for the bureau and the research unit over one year.

**University of Michigan**

\$31,700

As Rhodesia moves toward majority rule, the preoccupations of gaining independence have tended to overshadow many of the planning needs of Zimbabwe. Mudziviri Nziramasanga, a black Rhodesian economist presently working at the Centre for Research on Economic Development at the University of Michigan, is using Corporation funds to identify and evaluate socio-economic research currently under way in Africa, the United States, and Europe—research that could be used by the first government of Zimbabwe when it begins to form development policies and manage the country's complex economy. As part of the study, Nziramasanga is consulting with a number of individuals in Africa who may play a role in the future of Zimbabwe.

**University of Witwatersrand**

\$125,000

The School of Law at the University of the Witwatersrand in Johannesburg is one of 13 law schools (nine white, four black) within South Africa. Last year, Corporation support enabled the School to bring Michael Meltsner, professor of law at Columbia University, to South Africa for consultations on the creation of a clinical legal education program in public interest law. Since then, the Centre for Applied Legal Studies, headed by John Dugard, former dean of the School, has been established as an autonomous unit of the University. This two-year grant will permit the Centre to undertake a program of research on the various ways in which South African law affects the black community and to conduct a program of public education regarding the Centre's findings. The Centre is also assisting the establishment of a Legal Resources Centre in Johannesburg, which will combine public interest litigation with clinical legal education for both black and white law students.

**United States-South Africa Leader Exchange Program (USSALEP)**

\$7,500

Last July, under the auspices of USSALEP, five American college and university presidents spent 12 days in South Africa holding discussions with South African university vice-chancellors, principals, and rectors as well as with other black and white leaders throughout the country. The purpose of their visit was threefold: to explore ways to develop U.S.-South African academic relations; to help white South Africans understand more clearly the reasons for American concern regarding the country's racial policies; and to allow the Americans to gain firsthand information about American business investment and labor practices in South Africa, issues that are increasingly troubling American campuses. The Corporation paid the group's travel expenses, and USSALEP covered costs in South Africa.

**Centre for Intergroup Studies**

\$50,400

The Centre for Intergroup Studies is a multiracial South African organization working toward improved race relations in that country. In June 1976 the Centre used Corporation support to hold a conference on the role of universities in southern Africa and the extent to which they should be agents of change. That same year, the Centre began producing a series of pamphlets containing practical suggestions on how white South Africans can reduce institutional discrimination without violating national laws. Three pamphlets have already been published, and at least six more are planned on such topics as housing, health, and education. This two-and-one-half-year grant is enabling the Centre to hire a research fellow and assistant for the program and is providing subsidies for publication of the pamphlets.

**University of Dar Es Salaam**

\$15,000

Many programs, some sponsored by the Corporation, have been established to send African students to foreign countries for training. In December 1977, the Eastern Africa Universities Conference (EAUC) used support from the Corporation and the Rockefeller Foundation to hold a meeting at the University of Dar Es Salaam in Tanzania in order to plan an assessment of the impact of overseas scholarships on the development of their countries. Discussions at the meeting, attended by university researchers and government officials from the EAUC member countries, centered on issues to be addressed and principles to be followed in undertaking the study.

**African Social Studies Programme (ASSP)**

\$15,000

ASSP was created in 1969 to encourage cooperation among 11 African nations in the development and implementation of modern social studies curricula. Since 1971, it has received Corporation grants totaling \$189,000 in support of its efforts to assist countries within the sub-Saharan region of

Africa in the preparation and utilization of materials, in the training of teachers in new approaches to social studies, and in promoting adoption of courses in the schools. This final grant to ASSP, supplementing the contributions of member states, enabled the organization to continue its operations until the end of 1978 while locating other sources of funding.

**American Council on Education (ACE)\*** \$140,000

The Overseas Liaison Committee (OLC) is a specialized working group of scholars and university administrators from the United States and from developing countries, who engage in dialogue and cooperation concerning higher education in Africa and also in the Caribbean and the Pacific. The Corporation helped bring it into being as the African Liaison Committee in 1959 and since then has contributed over \$1 million towards its work. Currently, OLC has more than 20 members who represent a wide variety of American institutions and specialties and who are increasingly called upon for policy advice on overseas aid and on projects relating to higher education. ACE is now in the process of assuming responsibility for the core support of OLC, which receives additional program funding from both the federal government and other foundations. This final three-year grant is providing assistance during the transition period.

**University of the South Pacific** \$200,000

Founded in 1968, the University of the South Pacific has a constituency of over one million people on eleven separate island countries spread over two million square miles of ocean. Since 1970, Corporation grants have contributed to the operation of the University's Extension Services Programme, which includes a number of regional centers linked to the main campus by a radio satellite communications system. Further support is enabling the University to utilize the Extension network and add academic staff to form a Development Outreach Programme in order to serve some of the planning needs of the various governments in the area. Over a period of two years, funds are being provided for the salaries of three outreach officers posted at centers on 'Tonga, Western Samoa, and the Gilbert Islands; for a women's program officer based at the Suva campus; and for a media coordinator to assemble, interpret, and distribute technical information on economic and development problems the region is now encountering.

\* Grant appropriated in part or full under the U.S. program.

## Program development and evaluation fund

An Evaluation Studies Fund was established in 1971 to provide a source from which the officers could commit funds for outside evaluations of major Corporation-supported projects. The Fund encouraged the Corporation's staff to follow up grant commitments with objective reviews of what had been learned. In 1975 the Fund was expanded under the title, Program Development and Evaluation Fund, to include the expenses involved in exploring new programs. The following allocations, totaling \$45,579, were made from the 1977-78 Program Development and Evaluation Fund:

For the expenses of the task force on public broadcasting	\$ 1,713
For an evaluation of the Women and Career Options project	\$ 9,000
Goodmeasure, for a study of career development for women in academic administration	\$21,750
National Consortium on Testing, toward development of its program	\$ 3,500
National Academy of Sciences, for a meeting on the policy implications of long-term studies of early childhood education and development	\$ 1,851
For the expenses of two speakers from South Africa at the June board meeting	\$ 2,989
Toward the expenses of a symposium on South Africa held at the Seven Springs Conference Center on June 1-3	\$ 3,500
Law Students Civil Rights Research Council, for a meeting to plan retention programs for minority law students	\$ 1,276

## Dissemination fund

The Dissemination Fund was created in 1957 to assist in the completion of books and other publications related to Corporation interests and to ensure their widespread promotion and distribution. Prior to 1957, it had been customary to include in many grants enough funds to cover anticipated publication expenses. The Fund, however, has proved a more economical and effective means of disseminating the results of Corporation grants: it provides some leverage to get studies finished and appropriately written up and more flexibility in selecting significant projects for special attention. The following allocations, totaling \$21,413, were made from the 1977-78 Dissemination Fund:

Mailing cost for 800 complimentary copies of the Carnegie Council on Children report, <i>All Our Children</i>	\$ 934
Purchase of 25 additional copies of <i>All Our Children</i>	\$ 138
Purchase and mailing of 280 copies of the Carnegie Council on Children's background book, <i>Minority Education and Caste</i> , by John Ogbu	\$3,296
Promotion of the book, <i>Accounting Goes Public: A New Role for Accountants in Deciding Social Issues</i> , by Morton Levy, which resulted from a Corporation grant to the National Association of Accountants for the Public Interest	\$2,000
Purchase of 20 paperback copies of <i>Creative Philanthropy: Carnegie Corporation and Africa 1953-1973</i> , by E. Jefferson Murphy, which resulted from an evaluation undertaken for the Corporation	\$ 113
Publication and distribution of a report on a conference of American and African policy makers held in October 1977 under a Corporation grant to the African-American Institute	\$5,532
Promotion and dissemination of the five-volume series, <i>Bilingual Education: Cultural Perspectives</i> , which resulted from a Corporation grant to the Center for Applied Linguistics	\$6,000
Publication and dissemination of a report on school dropouts in New York State which was supported, in part, by a Corporation grant to the New York Civil Liberties Union Foundation	\$3,400



# Publications resulting from grants

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations.

Grants in the field of higher education resulted in the following publications:

## **Credentialing Educational Accomplishment**

A Report and Recommendations of the Task Force on Educational Credit and Credentials, edited by Jerry W. Miller and Olive Mills (American Council on Education)

## **Don't Hold Them Back: A Critique and Guide to New High School-College Articulation Models**

by Baird W. Whitlock (College Entrance Examination Board)

## **Handbook of Faculty Bargaining**

by George W. Angell, Edward P. Kelly, Jr., and associates (Jossey-Bass Publishers)

## **Professional Development: A Guide to Resources**

by Sally S. Gaff, Conrad Festa, and Jerry G. Gaff (Change Magazine Press)

## **The Perpetual Dream: Reform and Experiment in the American College**

by Gerald Grant and David Riesman (University of Chicago Press)

A number of publications are addressed to various other issues in education:

## **Education By Choice: The Case for Family Control**

by John E. Coons and Stephen D. Sugarman (University of California Press)

**Failing Students-Failing Schools**

A report of the Statewide Youth Advocacy Project of the New York Civil Liberties Union (Statewide Youth Advocacy Project)

**Must We Bus? Segregated Schools and National Policy**

by Gary Orfield (The Brookings Institution)

**Rights and Wrongs: Women's Struggle for Legal Equality**

by Susan Cary Nicholas, Alice M. Price, and Rachel Rubin (The Feminist Press and McGraw-Hill Book Company)

**Women Working: An Anthology of Stories and Poems**

compiled by Nancy Hoffman and Florence Howe (The Feminist Press and McGraw-Hill Book Company)

Several publications concerned with young children reflect the Corporation's interest in that area:

**Child, Family and State: Problems and Materials on Children and the Law**

by Robert H. Mnookin (Little, Brown and Company)

**Early Child Care in Poland**

by Maria Ziemska (Gordon and Breach, Science Publishers)

**Experience and Environment: Major Influences on the Development of the Young Child (Vol. 2)**

by Burton L. White with Barbara Taylor Kaban, Jane Attanucci, and Bernice Broyde Shapiro (Prentice-Hall)

**Infancy: Its Place in Human Development**

by Jerome Kagan, Richard B. Kearsley, and Philip R. Zelazo (Harvard University Press)

**Perspectives on Non-Sexist Early Childhood Education**

edited by Barbara Sprung (Teachers College Press)

**Family Policy: Government and Families in Fourteen Countries**

edited by Sheila B. Kamerman and Alfred J. Kahn (Columbia University Press)

The following monographs were published by the High/Scope Educational Research Foundation:

**The Ypsilanti Perry Preschool Project: Preschool Years and Longitudinal Results Through Fourth Grade (Monograph Number Three)**

**The Ypsilanti Preschool Curriculum Demonstration Project: Preschool Years and Longitudinal Results (Monograph Number Four)**

**An Economic Analysis of the Ypsilanti Perry Preschool Project (Monograph Number Five)**

The following books emerged from the Corporation's public affairs program:

**Protest, Politics and Prosperity: Black Americans and White Institutions, 1940-75**

by Dorothy K. Newman, Nancy J. Amidei, Barbara L. Carter, Dawn Day, William J. Krivant, and Jack Russell (Pantheon Books)

**This Land is Your Land**

by Howard Covington, Mercer Doty, Tom Earhardt, and John Eslinger (North Carolina Center for Public Policy Research)

**Setting National Priorities: The 1979 Budget**

edited by Joseph A. Pechman (The Brookings Institution)

Several books reflect the Corporation's earlier activities in international affairs:

**Bang Chan: Social History of a Rural Community in Thailand**

by Lauriston Sharp and Lucien M. Hanks (Cornell University Press)

**Education, Class and Nation: The Experiences of Chile and Venezuela**

by Kalman H. Silvert and Leonard Reissman (Elsevier Scientific Publishing Company)

**Stalinism: Essays in Historical Interpretation**

edited by Robert C. Tucker (W. W. Norton & Company)

**Technology and Communist Culture: The Socio-Cultural Impact of Technology under Socialism**

edited by Frederic J. Fleron, Jr. (Praeger Publishers)

Other publications of special interest are:

**Daedalus, "A New America"**

Winter 1978 issue, edited by Stephen Graubard (American Academy of Arts and Sciences)

**Living Systems**

by James Grier Miller (McGraw-Hill Book Company)

**The Correspondence of Edmund Burke, Vol. X (Index)**

compiled by Barbara Lowe, Peter Marshall, and John A. Woods (University of Chicago Press)

**The Library of Congress in Perspective**

edited by John Y. Cole (R. R. Bowker Company)

The Carnegie Council on Children was created in 1972 by Carnegie Corporation of New York to explore the current position of children in American society, and to develop policy recommendations for ways in which the needs of children and their families can be met. The following book is the third in a series of five reports resulting from the Council's work:

**Minority Education and Caste: The American System in Cross-Cultural Perspective**

by John U. Ogbu (Academic Press)

The  
report of  
the secretary



# The report of the secretary

At the annual meeting in December, Aiken W. Fisher retired from the Corporation's board of trustees. Mr. Fisher, former chairman of the board of Fisher Scientific Company, had served the Corporation for over ten years.

Two new trustees were elected to the board during the course of the year. John G. Gloster, president of Opportunity Funding Corporation, in Washington, D. C., was elected at the annual meeting. Mr. Gloster, who holds an M.B.A. degree from Harvard Business School, has been the State Department's assistant country director for northeast Africa, deputy director of program operations in the Department of Housing and Urban Development's Model Cities Program, and director of the National Urban Coalition's Economic Development and Manpower Program. Opportunity Funding Corporation, which Mr. Gloster has headed since its establishment in 1970, seeks to stimulate the flow of capital into business and economic development ventures in low-income communities.

Judy P. Rosenstreich, assistant to the president of Green Mountain Power Corporation of Burlington, Vermont, was elected to the board in March. Ms. Rosenstreich's career has included two terms in the Vermont House of Representatives and a year as a White House Fellow, assigned to the Energy Research and Development Administration. In 1973, she was the Vermont recipient of the "Outstanding Young Woman of the Year" award and was also selected Outstanding State Legislator by the Eagleton Institute of Politics of Rutgers University.

The board of trustees held regular meetings on October 27 and December 8, 1977, and February 9, April 13, and June 8, 1978. A special two-day retreat meeting to permit in-depth discussion of the Corporation's programs was held in Amherst, Massachusetts, on March 23 and 24, 1978.

Madeline McWhinney, whose term was due to expire at the end of the annual meeting, was reelected to a four-year term. Caryl P. Haskins was reelected chairman and Harding F. Bancroft vice chairman of the board.

During the year, the finance and administration committee consisted of Carl M. Mueller, chairman; Mr. Bancroft, Mr. Gloster, Mr. Haskins, Ms. McWhinney, Alan Pifer, and John C. Taylor, 3rd. It met on October 20, 1977, and January 18, April 19, July 19, and September 21, 1978.

The nominating committee was composed of Mr. Bancroft, Louis W. Cabot, Ms. McWhinney, Mr. Pifer, and Mr. Taylor. It met on October 27, 1977, and February 9 and September 15, 1978.

Four staff members—Eleanor Lerman, Gloria Primm Brown, Idalia Holder, and Patricia Haynes—were promoted this year.

Ms. Lerman joined the staff in July 1977 as a secretary in the Corporation's publications office. She was promoted in April to editorial assistant in recognition of her increased responsibilities in the preparation of the annual and quarterly reports and press releases.

Ms. Brown, who moved from administrative assistant to program assistant in 1977, was made program associate in June of this year. She is working on the Corporation's early childhood program.

Ms. Holder was promoted to executive rank as personnel director and office manager in September. She joined the staff in 1974 and had held the title of personnel administrator since 1976.

Ms. Haynes, who began work at the Corporation in 1969, was named administrative assistant in September. She is responsible for supervision of the Corporation's files and reference materials.

In addition, a new staff member, Arlene M. Kahn, was appointed program associate in July. Ms. Kahn received a B.A. degree from the University of California, Berkeley, an M.A.T. from Brown University, and a Ph.D. from New York University's School of Education. She was formerly a staff member of the Upward Bound Program, director of curriculum development for the Tuskegee Institute Community Education Program, assistant coordinator of the Master Plan at the City University of New York, and most recently, a faculty member at Livingston College of Rutgers University.

Mark Geier, who was a program associate working in the early childhood area, resigned in March to devote more time to other professional interests. He had been with the Corporation since 1973.



**The  
report of  
the treasurer**



# The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 69 through 101. The following comments highlight and supplement the information disclosed in the financial statements.

## Investment matters

On September 30, 1978, the market value of the Corporation's investment assets was \$284.5 million, compared to \$272.0 million one year earlier.

The table below shows the composition of these investment assets, together with net realized gains or losses on transactions during the year.

### *The investment portfolio on September 30, 1978*

	Market value	Percent of total	Net realized gain (loss) on investment transactions during year
Equities			
Common stocks	\$185,535,365	65.2	\$3,077,094
Convertible securities	9,066,190	3.2	(733,826)
Fixed income securities			
Short-term	36,158,076	12.7	(110)
Other	53,741,113	18.9	(2,369,956)
	<u>\$284,500,744</u>	<u>100.0</u>	<u>(\$26,798)</u>

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. In pursuing this objective, increased reliance is now being placed on dividend and interest income, so as to reduce dependence on capital gains to sustain budgets under intense pressure from inflation.

The Corporation's trustees, within investment policies and standards set by them, delegate discretion over decisions on individual purchases or sales of securities to the two investment managers: Morgan Guaranty Trust Company of New York, and Miller, Anderson & Sherrerd, a Philadelphia firm. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community. The board's finance and administration committee periodically reviews and ratifies all such transactions and holds regular meetings with the investment managers.

In delegating initial authority to outside managers, the trustees retain responsibility for investment policy decisions, including decisions involving the social performance of business firms represented in the investment portfolio. As part of their responsibility to consider corporate social performance, the trustees have endorsed the following procedures for voting proxies.

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature. Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies shall be voted. The consideration of proxy issues by the trustees is not limited to merely a positive or negative vote on particular proposals. It sometimes involves written and oral communication with senior officers of firms whose securities have a place among the Corporation's assets.

### **The Corporation's income**

The income from investments for the year ended September 30, 1978 was \$17,058,847, an increase of 12.6 percent from \$15,155,867 the preceding year. Income from investments was supplemented by \$19,399 of other income: \$4,179 in excess income and reversionary income on trusts administered by Hudson United Bank, and \$15,220 in dividends on annuity policies purchased many years ago by the Corporation to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching.

The net realized loss on investment transactions during the year was \$26,798 compared with a gain of \$3,433,186 in the 1976-77 fiscal year. Since the Corporation's inception, the cumulative net gain on investment transactions has been \$134,519,326. Prior to 1977-78, \$32,565,707 of this gain was allocated to income and devoted to appropriations. During 1977-78, \$2,413,571 of these allocations were restored to the principal fund.

### **Appropriations and expenditures**

For the United States and Commonwealth programs, a total of \$12,166,856 was appropriated in fiscal 1978. A complete list of appropriations is shown on pages 81 through 101.

Any balance held by a grantee after a project has been completed or terminated is normally refunded to the Corporation. These refunds, along with cancellations of commitments made in prior years, are listed on page 101 as adjustments of appropriations. For the year ended September 30, 1978, these refunds and cancellations provided \$321,974, so that net appropriations amounted to \$11,844,882.

General administration and program management expenditures, shown in detail on page 80, were \$1,869,688, compared with \$1,867,751 in fiscal year 1977.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the Federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was \$328,974, a sum which otherwise would have been available for philanthropic grants.

*Ten year summary of financial highlights (in thousands)*

Fiscal year ended September 30	Market value of investments at year end	Investment income	Appropriations for grants—net	All other expenditures net of miscellaneous income*	Excess (deficiency) of income over expenditures	
					Current year	Cumulative for last ten years
1978	\$284,500.7	\$17,058.8	\$11,844.9	\$2,800.3	\$2,413.6	(\$29,623.0)
1977	271,999.6	15,155.9	12,529.2	3,112.2	(485.5)	(32,036.6)
1976	280,134.1	13,312.3	12,802.2	3,185.7	(2,675.6)	(31,551.1)
1975	239,886.5	11,627.3	13,564.8	2,835.9	(4,773.4)	(28,875.5)
1974	198,948.8	10,674.2	15,577.6	2,527.7	(7,431.1)	(24,102.1)
1973	336,453.0	9,997.3	16,448.9	2,499.6	(8,951.2)	(16,671.0)
1972	351,814.9	11,540.6	15,465.2	2,332.0	(6,256.6)	( 7,719.8)
1971	317,202.8	13,216.0	12,774.8	1,603.5	(1,162.3)	( 1,463.2)
1970	282,501.3	13,420.1	13,532.4	1,201.4	(1,313.7)	( 300.9)
1969	301,113.7	13,610.5	11,455.9	1,141.8	1,012.8	1,012.8

\* All other expenditures includes general administration and program management, investment, and since 1971, Federal excise tax. Netted against these expenditures for this presentation are repayments of advances by The Carnegie Foundation for the Advancement of Teaching (up to 1971), dividends on professors' annuities, excess and reversionary income of certain trusts, and miscellaneous income.

**Audit by independent accountants**

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1977-78.

The Corporation's financial statements and related schedules, together with a report of Peat, Marwick, Mitchell & Co., appear in the following pages.

## Opinion of independent accountants

The Board of Trustees  
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1978 and 1977, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1978 and 1977, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

The examinations referred to above were directed primarily toward formulating an opinion on the financial statements of Carnegie Corporation of New York, taken as a whole. The current year's supplementary data included in Schedules 1-3 are presented for supplementary analysis purposes and are not necessary for a fair presentation of the financial position and changes in fund balances of Carnegie Corporation of New York. The current year's supplementary data have been subjected to the auditing procedures applied in the examinations of the basic financial statements and, in our opinion, are stated fairly in all material respects only when considered in conjunction with the financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York  
November 8, 1978

Carnegie Corporation of New York  
 Exhibit A  
**Balance sheets**  
 September 30, 1978 and 1977

Balance sheets	1978	1977
<b>Assets</b>		
Investments (market value \$284,500,744 in 1978; \$271,999,617 in 1977)		
Equities (at cost)	\$158,393,804	\$150,205,930
Fixed income (at amortized cost)	93,476,538	100,434,822
	<u>251,870,342</u>	<u>250,640,752</u>
Cash	298,471	403,502
Total assets	<u><u>\$252,168,813</u></u>	<u><u>\$251,044,254</u></u>
<b>Liabilities and fund balances</b>		
<b>Liabilities</b>		
Unpaid appropriations	\$12,135,613	\$13,064,915
Federal excise tax payable	329,142	663,801
Total liabilities	<u>12,464,755</u>	<u>13,728,716</u>
<b>Fund balances</b>		
Income	—	—
Principal	239,704,058	237,315,538
Total fund balances	<u>239,704,058</u>	<u>237,315,538</u>
Total liabilities and fund balances	<u><u>\$252,168,813</u></u>	<u><u>\$251,044,254</u></u>

*See accompanying notes to financial statements.*

Carnegie Corporation of New York  
 Exhibit B  
**Statements of changes in fund balances**  
 for the years ended September 30, 1978 and 1977

Income fund	1978	1977
<b>Income</b>		
Interest and dividends	\$17,058,847	\$15,155,867
Less investment expenditures (note 3)	621,131	602,174
Net investment income	<u>16,437,716</u>	<u>14,553,693</u>
Other	19,399	21,679
Total income	<u>16,457,115</u>	<u>14,575,372</u>
<b>Expenditures</b>		
Provision for federal excise tax	328,974	663,872
General administration and program management (note 3)	1,869,688	1,867,751
Grant appropriations (net of refunds and cancellations of \$321,974 in 1978; \$350,765 in 1977)	11,771,391	11,196,607
Appropriations for studies and projects administered by the officers (net of cancellations and refunds of \$678 in 1977)	73,491	1,332,621
Total expenditures	<u>14,043,544</u>	<u>15,060,851</u>
<b>Excess of income over expenditures</b>	2,413,571	(485,479)
<b>Restoration to principal fund of prior years' allocation of gains on investment transactions</b>	<u>(\$2,413,571)</u>	
<b>Allocation from principal fund of gains on investment transactions</b>		<u>\$485,479</u>

*See accompanying notes to financial statements.*



Principal fund	1978	1977
<b>Expendable:</b>		
Net realized gains and losses on investment transactions and reversionary interests		
Balance at beginning of year	\$134,544,377	\$131,109,437
Additions and deductions:		
Net realized gain (loss) on investment transactions	(26,798)	3,433,186
Net realized gain on recovery of reversionary interests	1,747	1,754
Balance at end of year	<u>134,519,326</u>	<u>134,544,377</u>
Net allocations to income fund		
Balance at beginning of year	(32,565,707)	(32,080,228)
Restored from (allocated to) income fund	2,413,571	(485,479)
Balance at end of year	<u>(30,152,136)</u>	<u>(32,565,707)</u>
Expendable balance, net, end of year	<u>104,367,190</u>	<u>101,978,670</u>
<b>Nonexpendable (balance at beginning and end of year):</b>		
Endowment	125,000,000	125,000,000
Legacy	10,336,868	10,336,868
Total nonexpendable	<u>135,336,868</u>	<u>135,336,868</u>
Total principal fund balance	<u>\$239,704,058</u>	<u>\$237,315,538</u>

*See accompanying notes to financial statements.*

Carnegie Corporation of New York  
**Notes to financial statements**  
September 30, 1978 and 1977

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting and accordingly reflect all significant receivables and payables. However, investment income is recorded on a cash-collected basis, and fixed asset acquisitions are not capitalized but are charged against income in the year acquired. The recognition of investment income on a cash-collected basis and the omission of capitalization of fixed assets have no material effect on the financial position or the results of operations.

The resources of the Corporation are accounted for in two funds—income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources were received from a benefactor who by terms of the conveying instruments stipulated that the principal may never be expended. Expendable resources represent net realized gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Law.

- (2) The Corporation has a non-contributory retirement plan under arrangements with Teachers Insurance and Annuity Association and College Retirement Equities Fund which provides for the purchase of annuities for employees. Retirement plan expense for the years ended September 30, 1978 and 1977, was \$169,021 and \$167,735 respectively. There were no unfunded past service costs.
- (3) The Corporation shares office facilities and certain personnel with the Carnegie Foundation for the Advancement of Teaching. Under such arrangement, the Corporation received \$100,000 in 1978 and \$87,500 in 1977 from the Foundation as reimbursement for expenditures attributable to the Foundation's operations. Such reimbursement has been allocated to general administration and program management and investment expenditures in the amounts of \$94,603 and \$5,397 respectively, for 1978 and \$83,278 and \$4,222 respectively, for 1977.

Carnegie Corporation of New York  
Schedule 1  
**Income from investments**  
for the year ended September 30, 1978, and  
**Statement of investments held**  
at September 30, 1978

*Summary of investments held and income from investments*

	Amortized cost	Market value	Greater or (less) than amortized cost	Income
Equities				
Common stocks	\$149,731,953	\$185,535,365	\$35,803,412	\$8,802,234
Convertible securities	8,661,851	9,066,190	404,339	537,901
Fixed income securities				
Short term	36,158,076	36,158,076	—	1,369,067
Other	57,318,462	53,741,113	(3,577,349)	6,349,645
	<u>\$251,870,342</u>	<u>\$284,500,744</u>	<u>\$32,630,402</u>	<u>\$17,058,847</u>

*Statement of investments held*

Equities	Shares	Cost	Market value
<i>Common stocks</i>			
AMP, Inc.	45,000	\$1,259,798	\$1,603,125
Addressograph-Multigraph Corp.	62,000	1,384,582	1,705,000
Alcan Aluminum, Ltd.	36,500	960,248	1,177,125
American Cyanamid Co.	21,550	581,708	646,500
American Home Products Corp.	20,000	574,500	592,500
American Hospital Supply Corp.	6,000	161,340	167,250
American International Group, Inc.	15,200	569,687	782,800
American Standard, Inc.	20,000	536,451	972,500
American Telephone & Telegraph Co.	185,747	9,679,491	11,539,533
Arizona Bank	19,017	208,050	323,289
Associated Dry Goods Corp.	34,800	948,526	696,000
Automatic Data Processing, Inc.	9,000	109,263	285,750
Avnet, Inc.	45,000	790,513	933,750
Avon Products, Inc.	51,300	2,394,365	2,821,500
Bankers Trust New York Corp.	23,000	881,615	828,000
Baxter Travenol Laboratories, Inc.	30,000	994,305	1,278,750
Big Three Industries, Inc.	34,800	1,136,022	1,309,350
Bristol-Myers Co.	40,000	1,374,622	1,370,000
Browning-Ferris Industries, Inc.	12,000	150,960	174,000
CPC International, Inc.	48,800	2,332,232	2,403,400
Capital Holding Corp.	48,000	1,026,565	1,224,000
Centex Corp.	10,000	169,750	241,250
Citizens Fidelity Corp.	13,687	243,629	355,862
Citizens & Southern Corp.	2,300	45,563	39,675
Coca-Cola Co.	39,666	884,563	1,745,304
Consolidated Edison Co. of New York, Inc.	96,200	2,255,379	2,344,875
Consolidated Freightways, Inc.	29,000	353,052	837,375
Continental Corp.	36,600	764,187	947,025
Continental Group, Inc.	41,500	1,387,896	1,281,313

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Continental Illinois Corp.	37,600	\$1,037,090	\$1,142,100
Continental Oil Co. (Del.)	25,300	852,512	746,350
Cummins Engine Co., Inc.	15,000	484,057	566,250
Data General Corp.	4,300	135,782	264,450
Diamond International Corp.	32,500	1,148,375	1,121,250
Dominion Bankshares Corp.	17,000	260,625	272,000
Dover Corp.	23,500	462,829	1,098,625
Duke Power Co.	87,000	1,270,940	1,718,250
Eastman Kodak Co.	26,000	1,435,939	1,569,750
Eaton Corp.	28,600	1,245,418	1,144,000
Eckerd (Jack) Corp.	20,500	508,285	638,063
Exxon Corp.	127,932	4,745,746	6,636,473
Farmers Group, Inc.	100,000	1,666,188	2,700,000
First Alabama Bancshares, Inc.	5,512	166,761	135,044
First Charter Financial Corp.	70,000	1,230,738	1,295,000
First Kentucky National Corp.	19,500	295,750	619,125
Foremost-McKesson, Inc.	76,000	1,459,830	1,672,000
General Dynamics Corp.	5,000	309,705	411,250
General Electric Co.	24,440	916,977	1,292,265
General Motors Corp.	57,811	2,791,476	3,649,320
General Telephone & Electronics Corp.	85,000	2,224,032	2,581,875
Giddings & Lewis, Inc.	20,000	205,507	387,500
Gillette Co.	30,000	800,086	948,750
Goodrich (B. F.) Co.	15,000	321,188	313,125
Goodyear Tire & Rubber Co.	65,600	1,149,236	1,139,800
Gould, Inc.	20,100	563,167	625,613
Great Western Financial Corp.	17,000	417,055	510,000
Gulf Oil Corp.	63,200	1,258,267	1,627,400
Halliburton Co.	9,200	599,344	661,250
Hanes Corp.	4,000	101,123	232,000
Harte-Hanks Communications, Inc.	20,000	120,711	472,500
Helmerich & Payne, Inc.	4,250	120,727	187,531
Hewlett-Packard Co.	3,000	198,000	263,625
Household Finance Corp.	62,500	1,234,730	1,289,063
Houston Industries, Inc.	50,000	1,573,025	1,650,000
Hughes Supply, Inc.	13,000	112,750	260,000
INA Corp.	73,000	2,341,318	3,239,375
Inland Steel Co.	33,800	1,369,166	1,280,175
Interco, Inc.	17,000	744,740	726,750
International Business Machines Corp.	44,500	10,471,488	12,326,500
Jonathan Logan, Inc.	78,750	871,538	1,141,875
K Mart Corp.	29,000	821,020	808,375
Kaiser Aluminum & Chemical Corp.	34,500	880,118	1,259,250
Kidde (Walter) & Co., Inc.	61,000	1,798,111	2,104,500
Kirsch Co.	21,000	331,990	506,625
Lenox, Inc.	24,000	631,718	702,000
Lubrizol Corp.	34,000	1,303,226	1,445,000
Mallory (P. R.) & Co., Inc.	25,000	589,084	943,750
Malone & Hyde, Inc.	37,500	905,311	1,171,875
Manufacturers Hanover Corp.	19,400	640,059	737,200
Marathon Oil Co.	25,000	1,214,418	1,318,750
Marriott Corp.	10,000	109,450	147,500
McCormick & Co., Inc. Non-voting	47,600	759,635	719,950
Mead Corp.	45,500	488,690	1,421,875
Measurex Corp.	4,500	179,493	165,938
Medtronic, Inc.	9,000	216,619	312,750
Minnesota Mining & Manufacturing Co.	10,000	518,934	582,500
Mobil Corp.	35,385	1,488,741	2,485,796
Moore-McCormack Resources, Inc.	8,500	283,506	306,000
Motorola, Inc.	19,500	712,958	875,063
NCR Corp.	58,000	2,205,739	3,501,750

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Nalco Chemical Co.	13,000	\$413,354	\$381,875
National City Corp.	23,500	1,018,625	1,010,500
National Gypsum Co.	79,000	1,353,525	1,510,875
Northern States Power Co. (Minn.)	14,300	344,154	357,500
Northwest Airlines, Inc.	22,200	482,955	682,650
Northwest Industries, Inc.	13,000	364,200	377,000
Paccar, Inc.	2,300	109,575	131,100
Panhandle Eastern Pipeline Co.	25,000	751,658	1,093,750
Pay'n Save Corp.	6,800	98,892	187,850
Pennwalt Corp.	28,500	887,819	1,086,563
Peterson Howell & Heather, Inc.	16,800	246,735	294,000
Petrie Stores Corp.	4,000	80,172	168,000
Pfizer, Inc.	46,000	1,263,030	1,627,250
Philadelphia National Corp.	16,700	379,125	480,125
Philip Morris, Inc.	22,500	1,675,916	1,611,563
Phillips Petroleum Co.	22,000	628,766	761,750
Procter & Gamble Co.	31,432	2,464,571	2,734,584
Public Service Co. of Indiana, Inc.	43,500	1,063,604	1,147,313
Quaker Oats Co.	22,500	500,175	579,375
Republic of Texas Corp.	20,000	552,875	740,000
Revco D. S., Inc.	51,400	980,404	1,432,775
Reynolds (R. J.) Industries, Inc.	19,600	1,061,179	1,222,550
Robertshaw Controls Co.	5,500	130,167	139,563
Ryder System, Inc.	6,000	169,590	153,000
Safeway Stores, Inc.	26,500	1,081,653	1,152,750
St. Regis Paper Co.	39,000	1,143,040	1,223,625
Sav-On Drugs, Inc.	20,000	207,100	242,500
Schlumberger, Ltd.	48,196	2,130,529	4,367,763
Scovill Manufacturing Co.	58,000	819,807	1,319,500
Seagram Co., Ltd.	70,000	1,774,937	1,916,250
Sears Roebuck & Co.	57,866	1,496,061	1,309,218
Security Pacific Corp.	15,000	373,750	556,875
SmithKline Corp.	24,000	843,297	2,136,000
Southern California Edison Co.	28,000	715,960	707,000
Southwestern Life Corp.	34,000	640,875	765,000
Squibb Corp.	44,000	1,092,745	1,430,000
Standard Oil Co. (Indiana)	9,650	468,917	512,656
Standard Oil Co. (Ohio)	23,800	849,491	916,300
Stauffer Chemical Co.	13,453	463,730	581,842
Stewart-Warner Corp.	4,000	133,575	136,000
Tandy Corp.	25,000	428,850	728,125
Tenneco, Inc.	98,695	2,967,852	3,047,209
Texaco, Inc.	10,000	245,232	247,500
Texas Eastern Corp.	48,500	1,446,262	1,873,313
Texas Gas Transmission Corp.	29,500	860,897	1,320,125
Textron, Inc.	58,000	1,187,989	1,747,250
Time, Inc.	18,000	585,913	850,500
Transco Companies, Inc.	50,000	1,065,243	1,087,500
Transway International Corp.	61,000	1,543,125	1,410,625
Travelers Corp.	50,000	1,390,058	1,887,500
UAL, Inc.	10,500	214,149	408,188
Union Carbide Corp.	18,000	779,674	708,750
United Technologies Corp.	61,888	2,173,998	2,692,128
United Telecommunications, Inc.	25,000	467,438	484,375
U. S. Tobacco Co.	57,600	1,253,450	2,059,200
Wal-Mart Stores, Inc.	27,906	299,989	774,392
West Point-Pepperell, Inc.	35,000	1,162,793	1,334,375
Zenith Radio Corp.	60,000	942,605	990,000
Total		\$149,731,953	\$185,535,365

Statement of investments held

Convertible securities	Par value or shares	Cost	Market value
<i>Bonds</i>			
American International Group, Inc. 4% July 1, 1997	\$807,000	\$806,794	\$823,140
Digital Equipment Corp. 4½% Dec. 15, 2002	1,650,000	1,659,375	1,683,000
Gould, Inc. 5% Dec. 1, 1987	375,000	511,875	465,225
Louisiana Land Offshore Exploration Co., Inc. 5% Oct. 1, 1982	1,250,000	827,875	1,162,500
Pennzoil Louisiana & Texas Offshore, Inc. 6% May 1, 1979	1,150,000	837,125	1,121,250
<i>Preferred stocks</i>			
Burlington Northern, Inc. \$2.85	10,000	506,875	442,500
Southern Railway Co. \$3.00 "A"	6,200	332,515	331,700
TRW, Inc. \$4.50 Ser. 3	9,000	633,970	663,750
United Technologies Corp. \$3.875	20,600	1,402,860	1,223,125
	10,000	1,142,587	1,150,000
Total		<u>\$8,661,851</u>	<u>\$9,066,190</u>

Fixed income securities	Par value	Cost	Market value
<i>Short term</i>			
American Express Credit Corp. 8.336% Oct. 2, 1978	\$315,000	\$315,000	\$315,000
	2,980,000	2,980,000	2,980,000
Atlantic Richfield Co. Demand Notes	100,000	100,000	100,000
Bank of America NT & SA, San Francisco, Calif. Certificate of Deposit 8.05% Oct. 3, 1978	943,000	943,000	943,000
Chase Manhattan Bank, N. Y. Certificate of Deposit 8.375% Jan. 30, 1979	210,000	210,076	210,076
Chemical Bank, N. Y. Repurchase Agreement 8.35% Oct. 2, 1978	2,000,000	2,000,000	2,000,000
CIT Financial Corp. 8.494% Oct. 19, 1978	286,000	286,000	286,000
	1,013,000	1,013,000	1,013,000
Federal National Mortgage Association Repurchase Agreement 8.30% Oct. 2, 1978	1,722,000	1,722,000	1,722,000
Federated Department Stores Demand Notes	247,000	247,000	247,000
General Electric Co. Demand Notes	322,000	322,000	322,000
General Electric Credit Corp. 8.459% Oct. 18, 1978	2,000,000	2,000,000	2,000,000

Statement of investments held

Fixed income securities	Par value	Cost	Market value
<i>Short term—Continued</i>			
General Motors Acceptance Corp. Demand Notes	\$1,373,000	\$1,373,000	\$1,373,000
Harris Trust—Chicago, Ill. Certificate of Deposit 8.25% Feb. 13, 1979	2,000,000	2,000,000	2,000,000
International Harvester Credit Corp. 8.313% Oct. 2, 1978	173,000	173,000	173,000
8.189% Oct. 11, 1978	1,990,000	1,990,000	1,990,000
8.340% Oct. 16, 1978	260,000	260,000	260,000
Montgomery Ward Credit Corp. 8.438% Oct. 16, 1978	2,685,000	2,685,000	2,685,000
Morgan Guaranty Trust Co. of New York Certificate of Deposit 8.65% Feb. 27, 1979	2,000,000	2,000,000	2,000,000
North Carolina National Bank (Charlotte, N. C.) Certificate of Deposit 8.30% Feb. 5, 1979	2,000,000	2,000,000	2,000,000
Philadelphia National Bank Certificate of Deposit 8.60% Feb. 20, 1979	2,000,000	2,000,000	2,000,000
Republic National Bank of Dallas Certificate of Deposit 8.45% Oct. 30, 1978	1,500,000	1,500,000	1,500,000
Scott Paper Co. 8.313% Oct. 4, 1978	1,576,000	1,576,000	1,576,000
Sears Roebuck Acceptance Corp. 8.163% Oct. 11, 1978	1,180,000	1,180,000	1,180,000
8.439% Oct. 18, 1978	200,000	200,000	200,000
Security Pacific National Bank Certificate of Deposit 8.35% Feb. 13, 1979	1,000,000	1,000,000	1,000,000
Tenneco Corp. Demand Notes	274,000	274,000	274,000
U. S. Steel Credit Corp. 8.313% Oct. 3, 1978	1,869,000	1,869,000	1,869,000
8.313% Oct. 5, 1978	550,000	550,000	550,000
8.313% Oct. 6, 1978	100,000	100,000	100,000
Westinghouse Credit Corp. 8.431% Oct. 4, 1978	1,290,000	1,290,000	1,290,000
Total		<u>\$36,158,076</u>	<u>\$36,158,076</u>

Fixed income securities	Par value	Cost	Market value
<i>Mortgages</i>			
Abilene AFB Housing, Inc. 4% Aug. 1, 1982	\$1,484,962	\$1,496,057	\$1,338,322
Cameron Brown South 7½% May 15, 2007	583,288	560,412	521,315
Collateral Investment Co. 7½% Dec. 15, 2006	1,279,256	1,149,331	1,143,335
Collwell Co. (The) 7½% June 15, 2007	968,040	920,243	865,189
Continental, Inc. 7½% May 15, 2007	1,995,956	1,917,677	1,783,887

Statement of investments held

Fixed income securities	Par value	Cost	Market value
<i>Mortgages—Continued</i>			
Federal Home Loan Mortgage Corp. 8½% Mar. 1, 2008	\$872,447	\$827,130	\$825,553
Instlcorp, Inc. A-16 5% Dec. 31, 1991	668,652	647,403	549,130
A-29 5.25% June 30, 1992	263,604	263,506	217,803
Pioneer Mortgage Co. 7½% June 15, 2007	999,165	897,375	893,004
Waterfield Mortgage Co., Inc. 7½% May 15, 2007	940,967	894,506	840,989
<i>Other</i>			
Alcan Aluminum, Ltd. 4¾% Dec. 31, 1984	\$580,000	\$580,000	\$507,500
American Hoechst Corp. 5¾% Nov. 1, 1986	1,510,000	1,510,000	1,338,238
Anbel Leasing Corp. 6½% Nov. 30, 1992	151,451	151,451	129,679
6½% Feb. 15, 1993	159,420	159,420	136,702
6½% Mar. 22, 1993	165,959	165,959	141,480
6½% Apr. 15, 1993	176,140	176,140	150,158
6½% May 15, 1993	171,671	171,671	146,349
Ashland Oil, Inc. 8.20% Aug. 15, 2002	500,000	501,200	456,250
Bankamerica Corp. 7⅞% Dec. 1, 2003	500,000	491,991	454,375
Bell Telephone Co. of Pennsylvania 9.625% July 15, 2014	850,000	946,788	899,938
Chesapeake & Potomac Telephone Co. 8.75% Mar. 1, 2010	1,200,000	1,254,346	1,161,000
9.25% Dec. 15, 2015	1,500,000	1,570,579	1,503,750
Chesapeake & Potomac Telephone Co. of Virginia 8.625% Apr. 1, 2009	1,000,000	986,910	971,250
Churchill Falls (Labrador), Ltd. 7¾% Dec. 15, 2007	1,459,000	1,459,000	1,196,380
Commonwealth of Australia 9.125% June 1, 1993	1,600,000	1,594,127	1,604,000
Commonwealth Edison Co. 8⅛% June 1, 2007	500,000	497,598	460,000
Crocker National Corp. 8¾% Jan. 20, 1997	1,000,000	1,000,000	951,250
European Economic Community Notes 7⅝% July 1, 1982	300,000	299,714	289,125
Federal Home Loan Mortgage Corp. 8.05% Mar. 15, 2000 "A"	823,000	819,114	773,620
Federal National Mortgage Association 8.70% Oct. 10, 1980	1,000,000	1,000,000	997,500
First International Bankshares 9.75% Nov. 15, 1999	500,000	550,931	516,875
Ford Motor Credit Co. 4¾% Mar. 1, 1979	1,770,000	1,770,000	1,736,813
9.25% Dec. 1, 1981	500,000	510,091	501,875
Four Corners Pipe Line Co. 5% Sept. 1, 1982	44,000	44,000	42,790
General Motors Acceptance Corp. 8⅛% Oct. 15, 1996	1,500,000	1,486,412	1,378,125
8¼% Nov. 15, 2006	500,000	501,213	463,750
Great Canadian Oil Sands, Ltd. 5¾% July 1, 1991	1,360,000	1,360,000	1,101,600



Statement of investments held

Fixed income securities		Par value	Cost	Market value	
<i>Other—Continued</i>					
Household Finance Corp.	8 $\frac{3}{8}$ %	Oct. 1, 2003	\$1,000,000	\$1,001,165	\$928,750
Howe Sound Realty Corp.	4.85%	June 1, 1986	645,438	645,438	545,394
IAC, Ltd.	5 $\frac{1}{4}$ %	Oct. 1, 1982	1,000,000	1,000,000	838,750
ICI Financial Corp.	6.77%	Aug. 1, 1985	700,000	729,346	641,375
International Bank for Reconstruction & Development	8.35%	Dec. 15, 1980	500,000	499,483	494,375
	8.60%	July 15, 1985	500,000	500,000	492,500
	9.35%	Dec. 15, 2000	450,000	450,000	462,375
Mercantile Texas Corp.	8 $\frac{7}{8}$ %	Sept. 15, 1997	1,000,000	998,071	952,500
Michigan National Bank	9 $\frac{1}{2}$ %	Mar. 1, 1982	1,000,000	1,000,000	1,005,000
Mobil Corp.	8 $\frac{1}{2}$ %	June 15, 2001	1,500,900	1,486,644	1,440,864
Mountain States Telephone & Telegraph Co.	8.625%	Apr. 1, 2018	1,000,000	966,469	967,500
National Fuel Gas Co.	8 $\frac{5}{8}$ %	Feb. 15, 1997	1,000,000	1,000,000	938,750
New Jersey Bell Telephone Co.	8.25%	Feb. 15, 2016	400,000	402,373	371,500
New York Telephone Co.	8 $\frac{1}{4}$ %	Oct. 15, 2015	1,500,000	1,484,538	1,395,000
Northern Indiana Public Service Co.	8 $\frac{3}{8}$ %	Oct. 15, 2006	1,500,000	1,485,897	1,419,375
Pacific Gas & Electric Co.	9.375%	Feb. 1, 2011	1,000,000	995,491	1,007,500
Province of Ontario, Canada	9 $\frac{1}{4}$ %	Aug. 1, 2000	1,000,000	1,000,000	1,000,000
Quebec Hydro-Electric Commission	8.25%	Jan. 1, 2004	800,000	761,478	695,000
	9.75%	Aug. 1, 2005	400,000	396,420	399,500
Republic of Texas Corp.	9.375%	July 1, 2001	1,600,000	1,620,424	1,622,000
Shell Oil Co.	5%	Mar. 15, 1991	1,466,666	1,466,666	1,134,833
Sohio/BP Trans Alaska Pipeline Cap., Inc.	10 $\frac{5}{8}$ %	Jan. 1, 1998	1,000,000	998,395	1,075,000
Southern Bell Telephone & Telegraph Co.	8.125%	May 1, 2017	1,100,000	1,040,037	1,005,125
Southern Railway Co.	8 $\frac{1}{2}$ %	Oct. 15, 2001	1,500,000	1,497,688	1,417,500
United Airlines, Inc.	5%	Feb. 1, 1984	1,200,000	1,200,000	1,060,500
U. S. Treasury Bonds	7 $\frac{7}{8}$ %	Feb. 15, 2000	1,000,000	1,031,827	922,600
U. S. Treasury Notes	7 $\frac{1}{8}$ %	Nov. 15, 1982	540,000	528,317	513,648
Total				<u>\$57,318,462</u>	<u>\$53,741,113</u>

Carnegie Corporation of New York

Schedule 2

**Statement of**

**General administration, program management  
and investment expenditures**

for the year ended September 30, 1978

with comparative totals for the year ended September 30, 1977

	1978			1977 Total
	General administration and program management expenditures	Investment expenditures	Total	
Salaries	\$998,370	\$56,678	\$1,055,048	\$1,036,498
Investment advisory and custody fees	—	511,719	511,719	502,399
Employee benefits	289,515	15,594	305,109	293,273
Rent	239,867	13,684	253,551	242,351
Annual and quarterly reports	115,708	6,601	122,309	97,492
Travel	76,314	—	76,314	88,964
Office services, equipment and supplies	44,749	2,553	47,302	51,490
Postage, telephone, and telegraph	38,199	2,179	40,378	40,299
Trustees' honoraria and expenses	31,234	7,394	38,628	38,000
Conferences and meetings	32,697	1,865	34,562	28,683
Consultants	32,518	1,855	34,373	51,881
Membership fee	20,000	—	20,000	10,000
Legal and accounting services	12,332	4,951	17,283	23,937
Copying and duplicating services	14,258	813	15,071	13,511
Pensions	7,287	—	7,287	6,887
Books and periodicals	6,829	390	7,219	9,467
Miscellaneous	4,414	252	4,666	22,293
	<u>1,964,291</u>	<u>626,528</u>	<u>2,590,819</u>	<u>2,557,425</u>
Reimbursement of expenditures attributable to The Carnegie Foundation for the Advancement of Teaching	<u>(94,603)</u>	<u>(5,397)</u>	<u>(100,000)</u>	<u>(87,500)</u>
	<u>\$1,869,688</u>	<u>\$621,131</u>	<u>\$2,490,819</u>	<u>\$2,469,925*</u>

\* Includes \$602,174 of investment expenditures.

Carnegie Corporation of New York  
 Schedule 3  
**Statement of appropriations and payments**  
 for the year ended September 30, 1978

*This schedule shows all payments made during the fiscal year 1977-78 from appropriations of that year and the preceding years.*

*Summary of grant appropriations and payments*

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For purposes in United States	\$11,216,365	\$10,041,752	\$10,614,658	\$10,643,459
For purposes in Commonwealth	877,000	1,756,937	1,397,741	1,236,196
	<u>\$12,093,365</u>	<u>\$11,798,689</u>	<u>\$12,012,399</u>	<u>\$11,879,655</u>
Less refunds and cancellations	321,974			
	<u>\$11,771,391</u>			

*Summary of appropriations for studies administered by the officers*

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For purposes in United States	\$73,491	\$1,237,412	\$1,081,435	\$229,468
For purposes in Commonwealth		28,814	2,324	26,490
	<u>\$73,491</u>	<u>\$1,266,226</u>	<u>\$1,083,759</u>	<u>\$255,958</u>

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Advocates for Children of New York 29-28 41st Avenue Long Island City, New York 11101 Training and advocacy on education of the handicapped in the New York City school system (p. 41)	\$125,000		\$62,500	\$62,500
African-American Institute 833 United Nations Plaza New York, New York 10017 Program on policy issues in African-American relations—\$196,000 (1976)		\$71,052	71,052	
Alabama, University of University, Alabama 35486 Support of the Institute of Higher Education Research and Services—\$118,800 (1976)		18,360	18,360	
Alabama Center for Higher Education 2121 Eighth Avenue, North Suite 1520 Birmingham, Alabama 35203 Expansion of the Human Resources Research and Development Program (p. 19)	260,000		90,000	170,000
American Arbitration Association 140 West 51st Street New York, New York 10020 Program of training and technical assistance—\$425,000 (1977)		425,000	151,734	273,266
American Association for Higher Education One Dupont Circle, Suite 780 Washington, D. C. 20036 Support (p. 27)	95,000		45,000	50,000
American Association of Community and Junior Colleges One Dupont Circle, N.W. Washington, D. C. 20036 Support of the Servicemen's Opportunity Colleges program and the Office of Veterans' Affairs (p. 17)	255,800		124,540	131,260
American Association of State Colleges and Universities One Dupont Circle, N.W. Washington, D. C. 20036 Support of the Servicemen's Opportunity College program—\$256,000 (1975)		40,002	40,002	
American Bar Association Fund for Public Education 1155 East 60th Street Chicago, Illinois 60637 Support of a symposium to review the status of compensatory programs for minority students in professional education to be conducted by the Council on Legal Education Opportunity (p. 45)	15,000		15,000	

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
American Civil Liberties Union Foundation 22 East 40th Street New York, New York 10016 Educational activities of the Women's Rights Project (p. 46) \$146,560 (1976)	\$152,000	\$60,980	\$25,000 60,980	\$127,000
American Council of Learned Societies 345 East 46th Street New York, New York 10017 Fellowships—\$500,000 (1976)		400,000	100,000	300,000
American Council on Education One Dupont Circle, N.W. Washington, D. C. 20036 Support of the Policy Analysis Service—\$250,000 (1975)		100,000	50,000	50,000
Support of a program to improve the status of women in academic administration—\$195,000 (1977)		111,800	73,200	38,600
Study of the financing of collegiate athletic programs (p. 24)	44,000		44,000	
Support of the Overseas Liaison Committee (p. 52)	70,000		34,500	35,500
American Friends Service Committee 1501 Cherry Street Philadelphia, Pennsylvania 19102 Support of the Title I Parent Advisory Council Project of the Southeastern Public Education Program (p. 39) \$215,000 (1976)	364,500	55,000	88,332 55,000	276,168
Support of the Chicago Public Education Project—\$150,000 (1977)		90,000	50,000	40,000
American Society for Training and Development P. O. Box 5307 Madison, Wisconsin 53705 Study of the professional competencies needed by individuals concerned with employee training and development in industry and government—\$15,000 (1977)		15,000	15,000	
Antioch University Yellow Springs, Ohio 45387 Compilation of information about existing University resources and operations (p. 25)	15,000		15,000	
Association of American Colleges 1818 R Street, N.W. Washington, D. C. 20009 Support of the Academic Collective Bargaining Information Service (p. 28) \$325,455 (1976)	70,000	62,500	70,000 62,500	

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Association of American Law Schools One Dupont Circle, Suite 370 Washington, D. C. 20036 Support of the American Council on Education—Association of American Law Schools Joint Committee on <i>Bakke</i> (p. 20)	\$7,050			\$7,050
Atlanta University Atlanta, Georgia 30310 Fellowships in the Doctor of Arts program in chemistry (p. 28)	15,000		\$15,000	
Boston College Chcstnut Hill, Massachusetts 02167 Study of the effects of standardized testing—\$175,000 (1976)		\$50,781	50,781	
Boston University Boston, Massachusetts 02215 Support of a program of extra-departmental courses and degrees—\$300,000 (1974)		150,000	90,000	60,000
Brookings Institution 1775 Massachusetts Avenue, N.W. Washington, D. C. 20036 Support of studies in public budgeting—\$150,000 (1977)		100,000	50,000	50,000
Support of studies in public policy with respect to families (p. 32)	69,000		59,000	10,000
Brookline, Public Schools of Brookline, Massachusetts 02146 Support of the Brookline Early Education Project—\$703,820 (1977)		329,216	329,216	
Brown University Providence, Rhode Island 02912 Conference on creating supportive educational environments for undergraduate women and men (p. 22)	11,400		11,400	
California, University of, Berkeley Berkeley, California 94720 Support of the Bay Area Writing Project (p. 29)	9,100		9,100	
\$207,850 (1976)		62,222	62,222	
California, University of, Los Angeles Los Angeles, California 90024 Study of child development in alternative life styles—\$377,770 (1977)		260,802	126,078	134,724
California, University of, San Diego LaJolla, California 92093 Pilot study of school decision making about pupil classification (p. 38)	14,375		14,375	
California, University of, Santa Cruz Santa Cruz, California 95064 Student support services at Oakes College—\$323,700 (1977)		318,700	269,300	49,400

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Carnegie Institution of Washington 1530 P Strcet, N.W. Washington, D. C. 20005 Postdoctoral fellowships in the natural sciences—\$360,000 (1977)		\$360,000	\$90,000	\$270,000
Center for Advanced Study in the Behavioral Sciences 202 Junipero Serra Boulevard Stanford, California 94305 Study of changes in family structure by Victor Fuchs (p. 33)	\$15,000		15,000	
Center for New Schools* 59 East Van Buren, Suite 1800 Chicago, Illinois 60605 Study of school-related advocacy groups—\$268,000 (1977)	(207,476)*	207,476		
Center for Research Libraries 5721 Cottage Grove Avenue Chicago, Illinois 60637 Development of a national lending library of journals—\$450,000 (1973)		45,000	45,000	
Chicago, University of Chicago, Illinois 60637 Planning the use of the Library Data Management System by the Midwest Library Network (p. 26)	15,000		15,000	
Children's Hospital Medical Center 300 Longwood Avenue Boston, Massachusetts 02115 Training program in child development for pediatricians—\$39,375 (1976)		16,400	16,400	
Citizens' Council for Ohio Schools 517 The Arcade Cleveland, Ohio 44114 Support of two projects to improve public elementary and secondary education—\$71,800 (1977)		24,500	24,500	
City Missionary Society 14 Beacon Street Boston, Massachusetts 02108 Program to improve the reading skills of black children (p. 42)	47,000		47,000	
Clark University Worcester, Massachusetts 01610 Research on the social development of young children—\$45,650 (1977)		23,250	23,250	
Coalition for Children and Youth 815 Fifteenth Street, N.W. Washington, D. C. 20006 Revision, reprinting, and dissemination of <i>The Children's Political Checklist</i> (p. 33)	15,000		15,000	

\* Transferred to *Designs for Change*

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Columbia University New York, New York 10027 Research on the socioeconomic resources available to families with children (p. 32)	\$197,100		\$55,275	\$141,825
Committee on Institutional Cooperation 820 Davis Street, Suite 130 Evanston, Illinois 60201 Development of upper-division correspondence courses—\$486,000 (1977)		\$376,500	58,600	317,900
Community Funds, Inc. 415 Madison Avenue New York, New York 10017 Support of the Office of Human Services Planning of the City of New York (p. 48)	4,000		4,000	
Cooper Union for the Advancement of Science and Art Cooper Square New York, New York 10003 Visiting professorships and development of new engineering courses—\$250,000 (1974)		120,000		120,000
Cornell University Ithaca, New York 14853 Support of an educational program for working women in New York State (p. 21)	227,350		109,070	118,280
Study of the implementation of family support programs (p. 32)	285,000		51,000	234,000
Council for Interinstitutional Leadership Box 6293 University, Alabama 35486 Project on cost savings in higher education through consortia—\$121,200 (1977)		62,875	62,875	
Council for Public Interest Law 1250 Connecticut Avenue, N.W. Washington, D. C. 20036 Support of the Fund for Public Interest Law—\$275,000 (1977)		250,000	250,000 <sup>a</sup>	
Council for the Advancement of Small Colleges One Dupont Circle, N.W. Washington, D. C. 20036 Research and management project for liberal arts colleges (p. 23) \$369,000 (1975)	224,500	34,500	102,250 34,500	122,250
Council on Interracial Books for Children 1841 Broadway New York, New York 10023 Support of a resource and publication center on racism and sexism—\$300,000 (1975)		25,000	25,000	



Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Council on Library Resources One Dupont Circle, N.W. Washington, D. C. 20036 Programs to improve the management of research libraries—\$500,000 (1977)		\$426,000	\$74,000	\$352,000
Planning for a National Periodicals Center	\$15,000		15,000	
Development of a national computerized bibliographic system for research libraries (p. 25)	600,000			600,000
Designs for Change* 220 South State Street Chicago, Illinois 60604 Study of school-related advocacy groups—\$207,476 (1977)	207,476*		174,116	33,360
Drake University Des Moines, Iowa 50311 Fellowship in the Doctor of Arts program—\$21,000 (1975)		7,000	7,000	
Earl Warren Legal Training Program 10 Columbus Circle New York, New York 10019 Scholarships at southern law schools and postgraduate internships and externships for black lawyers—\$960,250 (1974)		117,250	96,250	21,000
Educational Facilities Laboratories 850 Third Avenue New York, New York 10022 Research and dissemination program on the management of physical resources in higher education (p. 24)	80,000		40,000	40,000
Study of options for meeting the capital needs of the City University of New York (p. 24)	10,000		10,000	
Educational Testing Service Princeton, New Jersey 08540 Development of minimum performance standards for reading by elementary school pupils—\$310,000 (1977)		130,000	130,000	
Research and writing on the implications of research on adult students (p. 18)	88,500		44,250	44,250
Travel expenses of participants in a workshop on the future of the American college (p. 18)	7,000			7,000
Education Commission of the States 1860 Lincoln Street Denver, Colorado 80203 Development of postsecondary education finance program—\$200,000 (1977)		110,000	16,050	93,950

\* Transferred from the Center for New Schools

*Appropriations and payments—United States*

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Education Development Center 55 Chapel Street Newton, Massachusetts 02160 Development of mathematics achievement tests for grades four through six (p. 38) \$163,000 (1977)	\$600,000	\$68,000	\$300,000 68,000	\$300,000
Family Service Association of Nassau County 129 Jackson Street Hempstead, New York 11550 Research on a home training program for parents of preschool children (p. 34) \$300,245 (1977)	19,550	199,817	19,550 122,094	77,723
Feminist Press State University of New York College at Old Westbury Box 334 Old Westbury, New York 11568 Development of high school curricular materials on the changing roles of women—\$140,000 (1975)		20,000	20,000	
Florida, University of Gainesville, Florida 32611 Postgraduate, preprofessional program for minority students— \$112,000 (1975)		24,000	24,000	
Five Colleges, Inc. Box 740 Amherst, Massachusetts 01002 Support of the Academic Cooperation Development Fund (p. 23)	150,000		50,000	100,000
George Washington University Washington, D. C. 20052 Support of a radio series on education—\$180,420 (1977) Study of the effect of flexible work patterns on families by the Family Impact Seminar, Institute for Educational Leadership (p. 33)	14,840	85,917	85,917	
Georgia, University of Athens, Georgia 30602 Development of the Learning to Learn teacher education program— \$200,945 (1977)		120,072	39,427	80,645
Greater Newark Urban Coalition 24 Commerce Street Newark, New Jersey 07102 Support of the New Jersey Education Reform Project—\$148,400 (1977)		85,838	50,120	35,718

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Harvard University Cambridge, Massachusetts 02138				
Recruitment of and financial aid for women to attend the Institute for Educational Management—\$15,000 (1976)		\$5,000	\$5,000	
Conversion into machine readable form of the catalog records of the Middle Eastern serials collection (p. 26)	\$15,000		15,000	
Research on measuring the effectiveness of urban schools (p. 41)	15,000		15,000	
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197				
Study of the long-term impact of early education programs for disadvantaged children—\$322,400 (1975)		100,580	100,580	
Research on the measurement of transactional writing (p. 37)	200,000		73,196	\$126,804
Illinois, University of, at Chicago Circle Box 4348 Chicago, Illinois 60680				
Development of the Doctor of Arts program and fellowships—\$65,000 (1975)		21,666		21,666
Institute for Services to Education 2001 S Street, N.W. Washington, D. C. 20009				
Support—\$500,000 (1977)		400,000	100,000	300,000
Institute of Society, Ethics and the Life Sciences 360 Broadway Hastings-on-Hudson, New York 10706				
Support of a project on the teaching of ethics in postsecondary education (p. 27)	197,600		80,040	117,560
Intercultural Development Research Association 5835 Callaghan Road Suite 350/111 San Antonio, Texas 78228				
Support of the school finance reform program—\$240,000 (1977)		160,000	80,000	80,000
International Council for Educational Development 680 Fifth Avenue New York, New York 10019				
Support of the work of the Presidential Commission on Foreign Language and International Studies (p. 29)	10,000		10,000	

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Johns Hopkins University Baltimore, Maryland 21218 Conferences of American legislators with British parliamentarians and African leaders—\$106,600 (1971)		\$7,956		\$7,956
Conferences on Africa of American legislators with British and Canadian parliamentarians—\$140,000 (1976)		82,824	\$23,991	58,833
Law Students Civil Rights Research Council 52 Fairlie Street, Room 350 Atlanta, Georgia 30303 Support of recruitment, retention, and summer internship programs for students in southern law schools (p. 44)	\$275,500		182,500	93,000
Lawyers' Committee for Civil Rights Under Law 733 Fifteenth Street, N.W. Washington, D. C. 20005 Support of the Federal Education Project (p. 39)	387,500		138,806	248,694
Legis 50—The Center for Legislative Improvement 7503 Marin Drive Greenwood Plaza Englewood, Colorado 80150 Support (p. 47)	15,000		15,000	
Martha Stuart Communications 66 Bank Street New York, New York 10014 Production and dissemination of three videotapes about parents and children (p. 31)	225,000		100,000	125,000
Massachusetts Advocacy Center 2 Park Square Boston, Massachusetts 02116 Training in child advocacy in public education—\$150,000 (1977)		100,000	50,000	50,000
Metropolitan Applied Research Center 701 Hamilton Hall Columbia University New York, New York 10027 Research and writing on race relations in the United States—\$375,000 (1975)		19,325	19,325 <sup>a</sup>	
Mexican American Legal Defense and Educational Fund 28 Geary Street San Francisco, California 94108 Program in education litigation—\$250,000 (1977)		125,000	125,000	
Follow-up direct-mail campaign to solicit support (p. 45)	7,400		7,400	

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Michigan, University of Ann Arbor, Michigan 48104 Implementation of academic evaluation and planning procedures— \$170,400 (1976)		\$17,600	\$17,600	
Mills College Oakland, California 94613 Support of a consortium to promote the participation of women in mathematics (p. 42)	\$180,000		130,088	\$49,912
Minnesota Early Learning Design 123 East Grant Street Minneapolis, Minnesota 55403 Expansion of an information and peer support system for new parents (p. 31)	240,300		79,915	160,385
NAACP Special Contribution Fund 1790 Broadway New York, New York 10019 Research and legal expenses in education litigation (p. 44) \$200,000 (1976)	275,000	50,000	67,500 50,000	207,500
National Academy of Sciences 2101 Constitution Avenue Washington, D. C. 20418 Study on the uses of ability tests (p. 36)	200,000		100,000	100,000
National Association for Equal Opportunity in Higher Education 2001 S Street, N.W. Washington, D. C. 20009 Seminars for presidents of predominantly black colleges and universities (p. 20)	100,000		33,000	67,000
National Black United Fund 335 West Florence Street Los Angeles, California 90003 Conference on public policy and the black poor (p. 45)	15,000		15,000	
National Coalition of ESEA Title I Parents 1341 G Street, N.W. Washington, D. C. 20005 Support of a National Parent Center—\$200,000 (1976) Support (p. 39)	250,000	50,000	50,000 75,000	175,000
National Committee for Responsive Philanthropy 1028 Connecticut Avenue, N.W. Washington, D. C. 20036 Support—\$50,000 (1977)		25,000	25,000	

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Consortium on Testing P. O. Box 9521 Arlington, Virginia 22209 Support (p. 37)	\$228,500		\$114,000	\$114,500
National Council of LaRaza 1725 Eye Street, N.W. Suite 210 Washington, D. C. 20006 Study of Title I programs for migrant children (p. 40) \$100,000 (1977)	15,000	\$33,500	15,000 33,500	
National Council of Organizations for Children and Youth* 815 Fifteenth Street, N.W. Washington, D. C. 20005 Expansion of membership and services—\$122,000 (1977)		46,517	46,517	
National Council of Negro Women 815 Second Avenue New York, New York 10017 Fundraising for the Women's Center for Education and Career Advancement (p. 21)	15,000		15,000	
National Council of the Churches of Christ in the U.S.A. 475 Riverside Drive New York, New York 10027 Support of a community advocacy program for children and families (p. 31)	250,000		90,000	160,000
National Manpower Institute 1211 Connecticut Avenue, N.W. Washington, D. C. 20036 Support of the National Center for Educational Brokering (p. 18) \$186,000 (1977)	15,000	119,000	15,000 60,000	59,000
National School Boards Association 1055 Thomas Jefferson Street, N.W. Washington, D. C. 20007 Planning the development of a reference manual for school board members (p. 42)	14,050		14,050	
National Urban Coalition 1201 Connecticut Avenue, N.W. Washington, D. C. 20036 Support and technical assistance to community groups involved in school finance activities—\$343,530 (1975) Support of the School Finance Reform Project—\$114,000 (1977)		38,558	10,000	28,558
		54,500	54,500	

\* Name changed to Coalition for Children and Youth

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Urban Fellows 250 West 57th Street New York, New York 10019 Support—\$70,000 (1977)		\$27,500	\$27,500	
Navajo Tribe, Division of Education Window Rock, Arizona 86515 Training program for Navajo school administrators—\$255,000 (1977)		200,555	128,219	\$72,336
New York, City School District of 110 Livingston Street Brooklyn, New York 11201 Development of minimum performance standards for reading by elementary school pupils—\$150,000 (1977)		50,000	50,000	
New York, City University of, Hostos Community College 475 Grand Concourse Bronx, New York 10451 Collection of Spanish translations of English texts at Hostos Community College (p. 20)	\$73,400		36,700	36,700
New York, City University of, Queens College Flushing, New York 11367 Development of computerized editorial facility for humanities journals (p. 27)	51,300		25,650	25,650
New York Public Library Fifth Avenue and 42nd Street New York, New York 10018 Support of the Catalog Preservation Project (p. 47)	325,000		130,000	195,000
New York University Washington Square New York, New York 10003 Development of graduate-level cooperation among five institutions in New York City (p. 23)	50,000		50,000	
New York, University of the State of Albany, New York 12234 Development of Doctor of Arts programs—\$347,400 (1976)		100,000		100,000
Evaluation of educational programs offered by noncollegiate organizations—\$252,000 (1976)		73,250	73,250	
Development of tests of reading ability—\$475,000 (1977)		351,500	275,500	76,000
North Carolina Center for Public Policy Research P. O. Box 10886 Raleigh, North Carolina 27605 Support—\$150,000 (1977)		90,000	50,000	40,000

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Northwestern University Evanston, Illinois 60201 Improvement of bibliographic records on African publications, in cooperation with the Library of Congress (p. 26)	\$74,500		\$37,250	\$37,250
NOW Legal Defense and Education Fund 36 West 44th Street New York, New York 10036 Support of the Project on Equal Education Rights—\$275,000 (1977)		\$194,000	144,000	50,000
Pittsburgh, University of Pittsburgh, Pennsylvania 15213 Research on the social functions of educational testing (p. 37)	385,000		54,200	330,800
Pizzo, Peggy Daly 5506 Uppingham Street Chevy Chase, Maryland 20015 Study of parent organizations—\$22,200 (1977)		11,100	11,100	
Population Education 305 Longfellow Hall 13 Appian Way Cambridge, Massachusetts 02138 Support of the special studies program of the Project on Human Sexual Development—\$163,450 (1976)		30,400	30,400	
Public Education Association 20 West 40th Street New York, New York 10018 Research and advocacy on education of the handicapped in the New York City school system (p. 41)	125,000		62,500	62,500
Puerto Rican Legal Defense and Education Fund 95 Madison Avenue New York, New York 10016 Support of the Education Rights Project (p. 44)	250,000		125,000	125,000
Radcliffe College Cambridge, Massachusetts 02138 Fellowship program at the Radcliffe Institute for nontenured faculty women in the greater Boston area—\$323,000 (1976)		219,225	104,825	114,400
Rochester, University of Rochester, New York 14627 Study of the impact of a raise in the minimum mandatory faculty retirement age on selected universities (p. 25)	15,000		15,000	



Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Rockefeller University New York, New York 10021 Research on subcultural variations in the development of cognitive skills—\$330,000 (1975)		\$60,000		\$60,000
Research on cultural differences in language usage and school behavior (p. 34)	\$136,650		\$35,000	101,650
Research on the interactional aspects of test-taking and other problem-solving situations (p. 38)	15,000		15,000	
Simon's Rock Great Barrington, Massachusetts 01230 Development of a bachelor of arts program—\$255,000 (1976)		91,200	91,200	
Social Science Research Council 605 Third Avenue New York, New York 10016 Research training fellowships and program development—\$380,000 (1976)		220,000	110,000	110,000
Society for Research in Child Development Tolman Hall University of California Berkeley, California 94720 Summer institute on communication in infancy and early childhood (p. 34)	60,000		6,460	53,540
Southern Association of Colleges and Schools 795 Peachtree Street, N.E. Atlanta, Georgia 30308 Assistance to predominantly black colleges (p. 19)	175,000		75,000	100,000
Southern California, University of Los Angeles, California 90007 Analysis of university policies and practices for academic compensation and supplemental income (p. 25)	189,400		106,000	83,400
Southern Regional Council, Inc. 75 Marietta Street, N.W. Atlanta, Georgia 30303 Support of the Southern Governmental Monitoring Project—\$320,000 (1976)		45,000	45,000	
Southern Regional Education Board 130 Sixth Street, N.W. Atlanta, Georgia 30313 Training for child care delivery in the South—\$215,400 (1976)		71,740	35,850	35,890
Program to stimulate reform in undergraduate education—\$212,000 (1976)		75,410	75,410	

*Appropriations and payments—United States*

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Stanford University Stanford, California 94305 Clinical legal training program in sex discrimination—\$200,000 (1976)		\$50,000	\$50,000	
Syracuse Research Corporation Merrill Lane Syracuse, New York 13210 Support of the Regional Learning Service of Central New York—\$128,000 (1977)		46,000	46,000	
Teachers College, Columbia University New York, New York 10027 Research on the history of American education—\$197,736 (1973)		153,736		\$153,736
Tennessee, University of Knoxville, Tennessee 37916 Training and research in biomedical sciences for black college students and faculty—\$250,000 (1976)		49,600	49,600	
Texas Southern University Houston, Texas 77004 Support of the Houston Urban Fellows and Intern Program—\$250,000 (1976)		80,000		80,000
Union of Independent Colleges of Art 4340 Oak Street Kansas City, Missouri 64111 Support of cooperative activities—\$179,500 (1976)		53,000	47,500	5,500
United Negro College Fund 500 East 62nd Street New York, New York 10021 Study of the impact of predominantly white and predominantly black college environments on black students (p. 19)	\$350,000		254,730	95,270
Vanderbilt University Nashville, Tennessee 37240 Public policy research on child care and parent education programs (p. 30)	400,000		130,000	270,000
Washington Research Project 1520 New Hampshire Avenue Washington, D. C. 20036 Support of the Children's Defense Fund—\$690,000 (1976)		205,000	205,000	
Washington, University of Seattle, Washington 98195 Fellowships in the Doctor of Arts program—\$21,000 (1975)		7,000	7,000	
Wellesley College Wellesley, Massachusetts 02181 Development of career counseling workshops for women with Ph.D.'s under the auspices of Higher Education Resource Services—\$82,700 (1977)		38,700	38,700	

Appropriations and payments—United States

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Wells College Aurora, New York 13026 Programs in practical politics at five women's colleges (p. 21)	\$272,200		\$75,000	\$197,200
Western Interstate Commission for Higher Education P. O. Drawer P Boulder, Colorado 80302 Expansion of regional cooperation in graduate education (p. 22)	226,000		116,100	109,900
Western Service Systems 1444 Stuart Street Denver, Colorado 80204 Support of the Chicano Education Project (p. 40)	300,000		150,000	150,000
Women's Action Alliance 370 Lexington Avenue New York, New York 10017 Support of the Non-Sexist Child Development Project—\$180,000 (1977)		\$105,000	60,000	45,000
Support of the Women's Exposition—1978 (p. 47)	15,000		15,000	
Yale University New Haven, Connecticut 06520 Support of research projects at the Center for the Study of Independent Institutions—\$250,000 (1977)		200,000	50,000	150,000
Youth Project 1555 Connecticut Avenue, N.W. Washington, D. C. 20009 Support (p. 46) \$400,000 (1975)	375,000		125,000	250,000
		25,000	25,000	
<b>Total (United States)</b>	<b>\$11,216,365</b>	<b>\$10,041,752</b>	<b>\$10,614,658</b>	<b>\$10,643,459</b>
<b>Studies and Programs Administered by the Officers</b>				
Dissemination of results of Corporation grants (p. 54)	\$21,412		\$21,412	
Program development and evaluation Fund (p. 53)	42,079	\$3,500	40,579	\$ 5,000
Study of independence and accountability in the contract state—\$25,000 (1971)		10,482	(1,277)	11,759
Carnegie Commission on the Future of Public Broadcasting—\$1,000,000 (1977)		975,348	765,321	210,027
Carnegie Council on Children \$260,000 (1976) \$214,500 (1977)	10,000	248,082	248,082	2,682
			7,318	
<b>Total Studies and Programs Administered by the Officers</b>	<b>\$73,491</b>	<b>\$1,237,412</b>	<b>\$1,081,435</b>	<b>\$229,468</b>

\* Cancelled: included in total payments

*Appropriations and payments—Commonwealth*

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute 833 United Nations Plaza New York, New York 10017 Support of a program on policy issues in African-American relations—\$98,000 (1976)		\$35,526	\$35,526	
Support of the Africa Travel Program—\$581,000 (1977)		393,000	199,000	\$194,000
African Social Studies Programme P. O. Box 44777 Nairobi, Kenya Support (p. 51)	\$15,000		15,000	
American Council on Education One DuPont Circle, N.W. Washington, D. C. 20036 Support of the Overseas Liaison Committee (p. 52)	70,000		34,500	35,500
Build a Better Society 48 Koodoo Street Kewtown, Athlone 7700 Cape Town, South Africa Expenses of a consultant on community organization and social planning—\$3,422 (1977)		1,000	1,000	
Centre for Intergroup Studies University of Cape Town Rondesbosch, South Africa 7700 Support of a public education project to reduce racial discrimination in South Africa (p. 51)	50,400			50,400
Dar es Salaam, University of Dar es Salaam, Tanzania Conference for a study of the impact of overseas scholarships on development in Africa (p. 51)	15,000		15,000	
Ghana, University of Legon, Accra Ghana Support of the Institute of Journalism and Communication—\$187,000 (1973)		29,000	29,000	
Support of the Language Centre—\$150,000 (1977)		102,500	51,000	51,500
Ibadan, University of Ibadan, Nigeria Support of the International Center for Educational Evaluation—\$400,000 (1973)		97,285	86,387	10,898
Ife, University of Ile-Ife, Nigeria Support of the Institute of Education—\$290,000 (1975)		164,000		164,000

Appropriations and payments—Commonwealth

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Makerere University P. O. Box 7062 Kampala, Uganda Support of a program of research, curriculum revision, and staff development for primary teacher training in Uganda—\$300,000 (1971)		\$102,000	\$51,000	\$51,000
Michigan, University of Ann Arbor, Michigan 48104 Survey of current socio-economic research on Rhodesia (p. 50)	\$31,700		31,700	
Nairobi, University of P. O. Box 30197 Nairobi, Kenya Support of the Bureau of Educational Research—\$15,000 (1975), \$383,000 (1976)		262,000	155,500	106,500
National Council of Women of Kenya P. O. Box 43741 Ragati Road Nairobi, Kenya Support (p. 49)	68,000		28,722	39,278
Population Council One Dag Hammarskjold Plaza New York, New York 10017 Support for a special issue of <i>Studies in Family Planning</i> entitled "Learning About Rural Women" (p. 49)	9,400		9,400	
Rhodesia, University of P. O. Box 2702 Salisbury, Rhodesia Support of a pilot women's bureau and research on women in development (p. 50)	60,000		60,000	
Science Education Programme for Africa P. O. Box 9169, Airport Accra, Ghana Research and training in evaluation in collaboration with the University of Ibadan—\$200,000 (1973)		81,126	81,126	
Sierra Leone, University of Private Mail Bag Freetown, Sierra Leone Establishment of a University planning unit—\$376,300 (1976)		302,200	200,000	102,200
South Pacific, University of the P. O. Box 1168 Suva, Fiji Support of a Development Outreach Programme (p. 52)	200,000		50,000	150,000

Appropriations and payments—Commonwealth

Recipient and purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Teachers College, Columbia University New York, New York 10027 Fellowships for African educators— \$183,000 (1975)		\$121,300	\$100,000	\$21,300
United States-South Africa Leader Exchange Program 13 Arcadia Road Old Greenwich, Connecticut 06870 Support for a career development program for black South Africans— \$175,000 (1976)		50,000	50,000	
Travel expenses of five American university presidents to visit South Africa (p. 51)	\$7,500		7,500	
West Indies, University of the Mona, Kingston 7 Jamaica, West Indies Support of the activities of the Steer- ing Committee for the Integration of Women in Development in the Caribbean (p. 49) \$15,000 (1977)	225,000	15,000	56,675 15,000	168,325
Witwatersrand, University of the 1 Jan Smuts Avenue Johannesburg 2001 Republic of South Africa Expenses of a consultant on clinical legal education—\$3,865 (1977)		1,000	739 <sup>a</sup> 261	
Centre for Applied Legal Studies (p. 50)	125,000		33,705	91,295
Total (Commonwealth)	<u>\$877,000</u>	<u>\$1,756,937</u>	<u>\$1,397,741</u>	<u>\$1,236,196</u>
Studies and Programs Administered by the Officers Evaluation of Institutes of Education in African Universities—\$58,000 (1972)		3,014		3,014
Publication and distribution of pamphlets on income-generating projects for women in developing countries—\$25,800 (1977)		25,800	2,324	23,476
Total Studies and Programs Adminis- tered by the Officers		<u>\$28,814</u>	<u>\$2,324</u>	<u>\$26,490</u>

<sup>a</sup> Cancelled: included in total payments

*Adjustments of grant appropriations (United States)*

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<i>Not required: cancelled (listed above)</i>	\$269,325
<i>Refunds from grants made in prior years</i>	
1931-32 <i>Encyclopedia of the Social Sciences (B915)</i>	109
1963-64 <i>Indiana University (X3006)</i>	857
1966-67 <i>American Council of Learned Societies (B3304)</i>	41
1968-69 <i>University of Washington (X3342)</i>	165
1971-72 <i>University of Washington (B3506)</i>	7,312
1973-74 <i>Research Foundation of the City of New York (B3691)</i>	455
1973-74 <i>Rutgers University (B3691)</i>	6,318
1973-74 <i>University of Washington (B3691)</i>	49
1974-75 <i>Carnegie Council on Policy Studies in Higher Education (B3830)</i>	385
1974-75 <i>Educational Testing Service (B3816)</i>	1,266
1974-75 <i>Education Commission of the States (B3778)</i>	328
1974-75 <i>Georgetown University (B3853)</i>	7,278
1974-75 <i>Metropolitan Applied Research Center (B3775)</i>	1,802
1974-75 <i>Puerto Rican Institute for Social Research (B3824)</i>	3,116
1975-76 <i>Association of American Universities (B3881)</i>	192
1975-76 <i>Cedar Crest College (B3943)</i>	10,211
1975-76 <i>Harvard University (B3939)</i>	1,269
1976-77 <i>University of Pittsburgh (B3954)</i>	113
1976-77 <i>Program Evaluation and Development (B3957)</i>	1,127
1976-77 <i>State of New York—Temporary State Commission on the Future of Higher Education (B3961)</i>	9,517
	<u>\$321,235</u>

*Adjustments of grant appropriations (Commonwealth)*

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<i>Not required: cancelled (listed above)</i>	<u>\$739</u>
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## The Carnegie philanthropies

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares offices with Carnegie Corporation and has some common officers.

The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the “foundation managers” of the Corporation are set forth in the front section of this annual report.
- No person who is a “foundation manager” with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other “disqualified persons”) own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

April 15, 1979

ALAN PIFER, President

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*Designed by Charles Curtis*

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